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ABSTRACT

This training packet on team learning is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. The following topics are covered in the sessions: learning in groups and teams; cooperative learning; choosing appropriate team strategies; criteria for planning and managing teams; individual roles in groups; and evaluation of team learning. Time is allowed for preparation for the home task and feedback on the home task. Trainers' supplements, including sample answers, follow. Other contents include masters for all handouts and transparencies needed in the sessions. (YLB)

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ED 368 947

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

Training Packet for a Three-Session Workshop on

TEAM LEARNING

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Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed ten training packets to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packet topics include:

1. The Adult Learner
2. Planning for Instruction
3. Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Mathematics: Strategic Problem Solving
8. Whole Language Approach
9. Improving Thinking Skills for Adult Learners
10. Learning Disabilities: Learner Centered Approaches

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two- or three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about one month apart. Packets include detailed instructions for workshop leaders and masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors as well as to educating adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and they attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., they learn from peers as well as from an instructor.

- they have a *variety* of options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.

- they have an opportunity to apply *theory/information* to practical situations in their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstrations, practice, structured feedback,* and *application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.

2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.

3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.

4. New approaches need to be *applied* over time in a real situation — preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

We hope you will find that these training packets produce effective, long-term results.

About the
TEAM LEARNING TRAINING PACKET

This training packet employs selected research-based components of effective training and staff development in the following manner:

THEORY: An inductive-deductive format is used in presenting theory. This approach requires participants to extract theory from experiential activities (inductive format) and from oral presentations (deductive format). Through cooperative learning activities and case study analysis, participants learn about and internalize theory by discussing it with others.

DEMONSTRATION: A video of an adult education class combined with focus questions enable participants to identify and analyze the criteria presented in the packet for conducting successful team learning activities.

PRACTICE: Between Sessions One and Two, participants will have an opportunity to practice using team learning strategies in real instructional settings.

STRUCTURED FEEDBACK: During Session Two, using a check-list, participants will have the opportunity to synthesize and compare the practices they have tried or observed.

APPLICATION: Finally, participants will apply theories to a case study, theories regarding evaluation of team learning activities.

Beyond these selected components of effective staff development, the Team Learning training packet also employs an additional "metacognitive" component:

REFLECTION ON WORKSHOP PROCESSES: At two points during the workshop, participants are required to analyze workshop activities after completing them. During these analyses, participants think about the types of team learning strategies that the activities employ. As a result, participants become conscious of the theories and assumptions that underlie and guide this training packet.

During these training sessions, "learning by doing" will be the focus. Participants will experience new instructional approaches, and then reflect upon, analyze, and generalize from their experience. Such learning is more likely to be remembered and used than is rote learning.

About the Participants...

This training packet is designed for *ABE instructors, ESL instructors, and volunteer instructors.* Because the content of this packet focuses on general principles of instructional planning for adult education, all participants need to be involved in all components of the training.

In this training packet, therefore, participants work in "like groups" only during selected activities. At these times, small groups of ABE instructors and ESL instructors will be formed. Volunteer instructors will join whichever group most closely approximates their major teaching assignment.

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

WORKSHOP OVERVIEW

Objectives: By the end of these workshops, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;

2) Plan appropriate team learning activities;

3) Monitor and manage learning teams to assure student involvement and task completion;

4) Analyze team learning activities according to selected criteria;

5) Identify and demonstrate appropriate individual roles in team learning; and

6) Evaluate the results of team learning activities.

Time: Total time required for the workshop series: approximately 9 hours:

- Session One: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours
- Session Two: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours
- Session Three: 3 hours

Materials Checklist: Hardware:

- Two VHS Player (½") and Monitor
- Overhead Projector

Software:

- Videos: 1. *Group/Team Learning in an ABE Classroom*
  2. *Group/Team Learning in an ESL Classroom*
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens

Preparations Checklist:

- Tally results of the Participant Questionnaire.
- Duplicate handouts
- Check equipment to be sure that it is working properly and that the video is cued up to the beginning.

WORKSHOP OUTLINE
SESSION ONE

MATERIALS	ACTIVITIES	TIME
H-3*, T-A*	I. Introduction, Objectives, Agenda Review, Review of Participant Questionnaire	15 min.
T-B	II. Opener: Why Team Learning? • Brainstorm advantages and disadvantages of learning in groups or teams	20 min.
Presentation #1: page 27, Blank Transparency, T-C	III. Learning in Groups and Teams (Introduction) • Presentation on grouping strategies	20 min.
H-4 a-b, H-5 a-b, H-6 a-b, H-7	IV. Cooperative Learning • Participants use Cooperative Learning to learn about cooperative learning.	70 min.
	B R E A K (during IV)	15 min.
H-6 a-b, H-8, H-9, H-10, T-D	V. Preparation for Home Task (Small Group) • Feedback on planning • Individually, participants plan team learning activities to conduct at their teaching sites	25 min.
H-11	VI. Workshop Wrap-Up and Evaluation	15 min.

NOTE: All times are estimates and will vary with trainers' style and with the size and punctuality of the group. Trainers will need to adjust timing as the workshop progresses.

* "H" = "Handout," "T" = "Transparency"

WORKSHOP OUTLINE
SESSION TWO

MATERIALS	ACTIVITIES	TIME
H-13*, T-E*	I. Welcome, Summary of Session One, Agenda Review	10 min.
H-9, H-10, T-F	II. Small Group Feedback on Home Task • Individuals report on home tasks • Small groups report to whole group	45 min.
H-14 a-c, H-15, H-16, H-17, H-18, T-G, T-H, T-I	III. Choosing Appropriate Team Strategies • Teams determine best grouping strategies for given situations • Discuss team results	35 min.
	B R E A K	15 min.
H-19, T-J	IV. Criteria for Planning and Managing Teams • Participants survey criteria	15 min.
H-20, H-21	V. Video Presentation and Evaluation • Participants view video • Participants evaluate planning and managing of teams in video	25 min.
H-22, H-23	VI. Preparation for Home Task • Participants plan home task • Feedback on plans	25 min.
H-24	VII. Workshop Wrap-Up and Evaluation	10 min.

NOTE: All times are estimates and will vary with trainers' style and with the size and punctuality of the group. Trainers will need to adjust timing as the workshop progresses.

* "H" = "Handout," "T" = "Transparency"

WORKSHOP OUTLINE
SESSION THREE

MATERIALS	ACTIVITIES	TIME
H-25*, T-K*	I. Welcome, Summary of Sessions One and Two, Agenda Review	10 min.
H-22, H-23, T-L	II. Feedback on Home Task (Small Groups) • Participants discuss home task results • Groups share results	35 min.
H-27, H-28 T-N, T-O, pp. 1-33	III. Individual Roles in Groups (Fishbowl Role-Play) • Volunteers role-play • Volunteers share reactions • Observers report findings • Group brainstorms possibilities	50 min.
	B R E A K	15 min.
pp. 34, 36-38, H-21a-d, H-32, H-32, H-34, T-Q	IV. Evaluation of Team Learning • Individuals ready case study • Evaluation teams use two instruments • Participants provide feedback	40 min.
T-R, p. 39	V. Reflection on Workshop Processes • Participants reflect on correspondence between workshop activities and team learning strategies	20 min.
H-35, H-36	VI. Workshop Wrap-Up and Evaluation	10 min.

NOTE: All times are estimates and will vary with trainers' style and with the size and punctuality of the group. Trainers will need to adjust timing as the workshop progresses.

* "H" = "Handout," "T" = "Transparency"

TRAINER'S NOTES

SESSION ONE

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series. (See handout H-1 for a sample.)
- ☐ **Send the Participant Questionnaire** (H-2) to all persons responding to the flyer. The suggested maximum of participants for each workshop series is 30 persons.
- ☐ **Duplicate all handouts for Session One** (H-3 through H-11) and arrange them into packets. By providing one packet of materials to each individual, constant handling of materials during the session can be avoided.
- ☐ **Make transparencies** from the Transparency Masters provided for Session One (T-A through T-D).
- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may also want to make a transparency of those results to share with participants.
- ☐ **Order all equipment** (VHS player and monitor, and overhead projector) and make sure it is operating correctly.
- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for break-out activities.
- ☐ **Obtain name tags** for participants.
- ☐ **Prepare a sign-in sheet** to verify attendance at both workshop sessions. Include spaces for names, addresses and phone numbers for future contact with participants.
- ☐ **Arrange for any refreshments** that will be available.
- ☐ **Read the Trainer Notes for Session One,** pages 9-13 and related Trainers' Supplements. **Review** handouts H-3 through H-11 and transparencies T-A through T-D.

TRAINER NOTES: SESSION ONE

MATERIALS		ACTIVITIES	TIMES
	I.	**Introduction, Objectives, Agenda Review, Review Participant Questionnaire**	15 min.
		A. Trainer(s) introduce themselves. Acknowledge participants by asking the group questions for a show of hands: e.g., How many are ABE instructors? How many teach ESL? (and other relevant questions).	
H-3*, T-A*		B. Call attention to the agenda for Session One of the workshop (using H-3 and T-A) and quickly summarize the day's activities and their relationship to the workshop objectives.	
		C. Describe how the workshop activities will relate to the results of the Participant Questionnaire.	
	II.	**Opener: Why Team Learning?**	25 min.
		A. Explain that the focus of the workshop is "Team Learning" rather than "groups" for the following reasons:	
		• The more structured types of grouping such as Cooperative Learning emphasize "teamwork." This packet's focus is on structured groups although it also covers some informal grouping strategies.	
		• Workplace literacy programs tend to refer to all of their groups as "teams" rather than "groups."	
T-B		B. Ask participants to look at the categories on T-B (show on overhead) and think about possible answers. (They can discuss with their neighbors if they wish.) After 3-4 minutes move to activity "C."	5 min.

* "H" = "Handout," "T" = "Transparency"

MATERIALS	ACTIVITIES	TIMES
T-B, sample answers: page 26	C. Ask for some sample responses to things learned in groups. List on T-B. List only 4 or 5. Move quickly to brainstorming some reasons why instructors would want to use teams/groups and some problems they would need to overcome. Summarize the advantages and potential problems on T-B. Add some advantages that may not be listed. (See the sample completed form on p. 26.)	10 min.
	III. Learning in Groups and Teams (Introduction)	5 min.
Blank transparency, T-C	A. Ask participants the following questions: 1. How many now use teams or groups in your classrooms? 2. What tasks do you use groups for? (List sample response on blank transparency.) 3. Show T-C (Why are employees fired?). Note that the correct response to question 3 is #3: "Unable to get along. . . ."	
Presentation #1: pages 27-28, T-C	B. **Presentation.** Use the above answer to lead into presentation #1 on Groups and Teams (pages 27-28).	10 min.
	NOTE: At the end of the presentation, you should be one hour into the workshop.	
	IV. Cooperative Learning	
	A. **Introduction (Whole Group).** Remind participants that Cooperative Learning has been the most successful group learning activity in schools. Therefore, participants are going to learn *about* cooperative learning by using a cooperative learning strategy called "Jigsaw." Tell them the activity is called Jigsaw because each person learns a "piece" of the whole. These pieces are then shared to form the whole picture.	5 min.

MATERIALS	ACTIVITIES	TIMES
	B. **Home Teams (of 6).** Divide participants into 6 Home Teams. These Home Teams should be heterogeneous, so mixing of ABE and ESL teachers is appropriate. (Such mixing can be easily achieved by counting-off by 6.) Ask each group to spend 5 minutes "brainstorming" what they collectively know about Cooperative Learning. Have one member write down the list.	10 min.
	C. **Expert Groups.** After 5 minutes stop brainstorming and tell groups to keep their lists for reference a bit later. Now tell each Home Team to divide themselves into A, B, and C representatives. (If group has 6 members, there will be 2 A's, 2 B's, and 2 C's.) Have A's from each group join together; all B's and C's do likewise. (If these groups are over 8, it is probably best to sub-divide them into 2 groups of A's, B's, and C's so that each individual will have a greater chance to participate.)	5 min.
	NOTE: It is also helpful if one member serves as a "time-keeper" to keep the group on task.	
	Once participants are in A, B, and C groups, instruct the groups to follow these steps:	
H-4 a-b, H-5 a-b, H-6 a-b	1. As will read individually, Handout 4-a,b; B's will read H-5 a,b; C's will read H-6 a,b. (Groups will have 10 minutes to read these handouts. If there are fast readers, they can read in one of the other 3 handouts.)	10 min.
	B R E A K	15 min.
H-7	2. When handouts have been read, each group will turn to Handout 7 and complete the 2 tasks on that handout. Tell groups they will have *15 minutes* to complete H-7.	15 min.

MATERIALS	ACTIVITIES	TIMES
	3. At the end of 15 minutes, groups are to return to Home Teams. Here, each letter (A's, B's, & C's) will have 5 minutes (maximum) each to teach the main points from their readings, as planned in the Expert Group.	5 min. (moving) 15 min. (reports)
	4. After 15 minutes (or earlier if experts take less than 5 minutes each), Home Teams will compare what they now know about Cooperative Learning with the lists they brainstormed at the outset.	5 min.
	5. Ask for a show of hands from Home Teams if they can now increase their brainstormed lists. Tell Home Teams they will learn more about Jigsaw in Session Two.	
	V. Preparation for Home Task (Small Group)	
H-8, H-6 a-b (review)	A. **Possible Situations for a Cooperative Learning Activity.** Divide participants into ABE & ESL groups (if there are sufficient ESL participants). Using H-8, tell groups their task is to come up with some possible teaching situations where they could use a simple Cooperative Learning strategy (H-6 can serve as a resource). Inform participants they will have *10 minutes* to brainstorm some of these situations.	15 min.
	NOTE: They can subdivide and plan teaching activities as a group, as a team — if some are from the same school — or individually, if they prefer.	
	B. **Feedback on Possible Situations (Remain in Groups).** After 10 minutes, stop group activity. Tell participants you know this activity could continue, but the purpose was to *sample* some possibilities that might give teachers ideas they can use. Therefore, it is important to get some feedback of the suggestions they have come up with.	

MATERIALS	ACTIVITIES	TIMES
T-D	Alternately from ABE to ESL, list as many suggestions as possible in 10 minutes of feedback (Use T-D). Tell participants you hope they have gotten some exciting ideas for their classrooms and you will look forward next time to their teaching experiences.	10 min.
H-9, H-10	Call participant's attention to Handouts H-9 and H-10 (Steps in Home Task and Response Sheet). Explain that these forms are reminders of the steps in their Home Task (some of which may have been completed during this last exercise) and also provide a systematic way to bring their experiences back to Session Two.	
	VI. Wrap-Up and Evaluation	
	A. **Wrap-Up.** Tell participants that this session has had as one of its goals, the modelling of practices that have been discussed. For example, they have participated in Cooperative Learning to learn *about* Cooperative Learning. They have brainstormed in Groups and helped one another plan. Tell them you hope they enjoyed and benefitted from the process. Suggest that their adult students will also benefit and enjoy Cooperative Learning.	5 min.
H-11 a-d	B. **Evaluation.** Ask participants to complete the brief evaluation form. Promise that it will be read carefully and be used to guide Sessions Two and Three.	10 min.
	Total Time:	**3 Hours**

BEFORE SESSION TWO

The following tasks should be completed *before* Session Two of the workshop:

- ☐ **Send Notice of Session Two** (H-12) to Session One participants only. This notice should include a reminder that participants should bring their entire handout packets from Session One with them to Session Two, especially their Home Task Worksheets (H-9 and H-10). Remind them to complete the home task.

- ☐ **Review sign-in sheet from Session One** to verify attendance.

- ☐ **Duplicate all handouts for Session Two** (H-12 through H-24) and arrange them into packets. Also duplicate a few extra sets of handouts for Session One (H-3 through H-11) for those participants who forget to bring theirs to Session Two.

- ☐ **Duplicate "Fishbowl Role Cards and Scenario,"** page 32, and cut them apart.

- ☐ **Make transparencies** from all of the Transparency Masters provided for Session Two (T-E through T-J).

- ☐ **Check equipment** (VHS players and monitor, and overhead projector) to make sure it is working properly.

- ☐ **Arrange for a place to hold Session Two** and make sure it has sufficient space and movable chairs for break-out activities.

- ☐ **Obtain name tags** for participants.

- ☐ **Arrange for any refreshments** that will be available.

- ☐ **Read the Trainer's Notes for Session Two,** pages 15-19 and related Trainer's Supplements. **Review** handouts H-12 through H-24 and transparencies T-E through T-J.

TRAINER'S NOTES

SESSION TWO

TRAINER NOTES: SESSION TWO

MATERIALS	ACTIVITIES	TIMES
	I. Welcome, Summary of Session One, Agenda Review	
	A. Welcome participants. (They should be the same as those who attended Session One.) Review what happened during Session One and during the interim between sessions.	10 min.
H-13*, T-E*	B. Present the Agenda for Session Two (using H-13 and T-E). Quickly summarize the day's activities.	
	II. Small-Group Feedback on Home Task	
	A. Place participants in teams of four. Divide teams by ABE and ESL with volunteer instructors attending whichever teams are appropriate to their instructional positions.	5 min.
H-9, H-10	B. Instruct all teams to appoint team facilitators who will insure that each member has an opportunity to report on the home task assignment and to receive feedback from others in the allotted time of 20 minutes. Instruct participants to refer to their completed forms, H-9 and H-10, to recall how they planned and managed the team learning activities they conducted in their classrooms.	20 min.
	NOTE: Leader(s) should monitor teams during the above activity.	
	C. After group meetings, each team should select from members' reports one noteworthy activity and one problem encountered with a suggested solution.	10 min.
T-F	D. Bring participants back to the whole group. List on an overhead (T-F) each small group's suggestion. Avoid duplicating responses. (You may want to tally beside an item the number of times it was mentioned.)	10 min.

* "H" = "Handout," "T" = "Transparency"

MATERIALS	ACTIVITIES	TIMES

NOTE: An alternative to activity D is to give each team a blank transparency T-F and an overhead pen. Ask them to present their own transparencies. Time this carefully.

[At this point the workshop should have taken approximately one hour.]

III. Choosing Appropriate Team Strategies

T-G, H-14-a, H-14 b-c

A. **Review of Formal and Informal Strategies (Whole Group).** Using T-G and H-14-a, quickly review the differences between *Formal* and *Informal* grouping strategies. Next, briefly describe the formal activities. (Refer participants to H-14-b and H-14-c.) — 5 min.

NOTE: This overview is designed to be very brief — primarily to show participants where material is located for the following activity.

B. Divide participants into 5 teams by numbering off by 5. The object is to have teams of 5 or 6 per table; if necessary, adjust the number of teams. — 5 min.

Once participants are at newly grouped tables, introduce this new topic by noting that the research of Bruce Joyce and others shows that one of the most difficult decisions teachers face is selecting appropriate grouping strategies to match the concepts and content to be taught. Tell them you're now going to give them a chance to try their hands at this task by selecting appropriate team configurations to match educational situations.

H-15, H-14 a-c, H-16, H-17, H-18

C. Have participants turn to Handout H-15 (Grouping Strategies Worksheet). Each team will complete two matching situations: e.g., Team 1 will do A and B; Team 2 will do C and D, etc. (Repeat letters for additional teams.) Inform the teams they have 10 minutes and should appoint a time-keeper to keep them on task. Mention that further information on grouping strategies is provided in Handouts H-14 a-c, H-16, H-17, and H-18.

MATERIALS	ACTIVITIES	TIMES

NOTE: Facilitator should monitor the teams by checking to see if:

- **they are on the time schedule;**
- **all members are participating;**
- **no one is dominating the team; and**
- **any team has finished early.**

Extender: **If teams finish early, suggest that they attempt additional situations if they have completed the two assigned them.**

T-H

D. Call all teams back together at the appointed time. If any team hasn't finished, indicate that it is O.K. as other teams will have probably made the same selections they would have made. Ask the time-keeper or another team member to call out the names of the grouping strategies they have chosen and write them next to the appropriate "classroom situations" on T-H (Grouping Strategies Worksheet). — 5 min.

T-I

E. After recording team responses, show the preferred answers using T-I. Briefly discuss the results. Note that there is more than one possible reason for selecting a group configuration. **The important point is that participants have rationales for their grouping strategies.** They should not just be selected at random for most activities. — 10 min.

BREAK — 15 min.

H-19, T-J

IV. Criteria for Planning and Managing Teams — 15 min.

Present the concept of planning and managing teams. Suggest that lack of planning and setting-up teams are perhaps the greatest reasons for their failure — leaving both the instructor and team members frustrated and unsatisfied.

MATERIALS	ACTIVITIES	TIMES
	Note that, when using teams, **the role of the instructor changes from provider of information to facilitator of learning.** The instructor's task here is to carefully plan and instruct teams on their functions and to assist them in successfully carrying them out. Ask participants to survey the "Criteria for Planning and Managing Successful Team Learning Activities" which are presented in Handout H-19 and Transparency T-J. Briefly discuss any questions that participants have about the criteria.	
	V. Video Presentation and Evaluation	
H-20, H-21	A. Divide the group into ABE and ESL participants. Further divide them into pairs. Half of the pairs in each group (ABE and ESL) will consider how the teacher in the video **planned** the team learning activity (using H-20); the other half will consider how the activity was **managed** (using H-21). Explain that the videos represent "snapshots" taken from 3-hour classes. As experienced teachers, they will be able to fill in the gaps themselves.	10 min.
	B. Place ABE and ESL teachers in different rooms and show the videos. Allow 10 minutes for pairs to complete their respective worksheets (H-20 or H-21).	10 min.
	NOTE: Depending on room space, number of students in ABE or ESL groups, or availability of 2 videotape players, an *alternative* is to show *both* videotapes to everyone; divide participants into ABE and ESL groups; and have group members concentrate upon either the ABE video or the ESL video as they fill out H-20 or H-21.	
Sample answers: pages 29 and 30	C. All participants return to large group. Get brief feedback on planning and managing of groups as viewed in the similar videos. (See possible responses on pages 29 and 30.)	5 min.

MATERIALS	ACTIVITIES	TIMES
	VI. Preparation for Home Task	
	Participants remain in ABE and ESL groups as before (but in the same room, if previously divided).	
H-22	A. Using H-22 (Planning a Team Learning Activity: Home Task), ask participants to plan individually (or in teams if they teach together and wish to plan together) one team/group activity they will use at their home sites during the interim before Session Two.	15 min.
H-23	B. As participants review their plans, they should also review H-23 (Managing a Team Learning Activity). This is part of their Home Task to be returned with their H-22 sheet (Planning a Team Learning Activity) at the next workshop.	5 min.
	C. Leader(s) should monitor this activity.	
	D. Have several participants mention their plans. Other participants will get new ideas from this process.	5 min.
	E. Instruct participants to fill out H-23, "Managing a Team Learning Activity," after they conduct their lessons in their classrooms. In doing so, they should reflect upon how well they managed their team learning activities.	
	VII. Workshop Wrap-Up and Evaluation	10 min.
	A. Wish participants well in their second team-teaching adventure.	
H-24	B. Have participants complete the Session Two Evaluation Form (H-24).	
	C. Remind them of the next session. Cite date, place, and time, if known. Express appreciation and pleasure at their participation in this workshop.	

BEFORE SESSION THREE

The following tasks should be completed *before* Session Three of the workshop:

- ☐ **Send Notice of Session Three** (H-25) to Session Two participants only. This notice should include a reminder that participants should bring their entire handout packets from Sessions One and Two with them to Session Three, especially their Home Task Worksheets (H-22 and H-23). Remind them to complete the home task.

- ☐ **Review sign-in sheet from Sessions One and Two** to verify attendance.

- ☐ **Duplicate all handouts for Session Three** (H-25 through H-36) and arrange them into packets. Also duplicate a few extra sets of handouts for Session Two (H-12 through H-24) for those participants who forget to bring theirs to Session Three.

- ☐ **Duplicate "Fishbowl Role Cards and Scenario,"** page 32, and cut them apart.

- ☐ **Make transparencies** from all of the Transparency Masters provided for Session Three (T-E through T-J).

- ☐ **Check equipment** (VHS player and monitor, and overhead projector) to make sure it is working properly.

- ☐ **Arrange for a place to hold Session Three** and make sure it has sufficient space and movable chairs for break-out activities.

- ☐ **Obtain name tags** for participants.

- ☐ **Arrange for any refreshments** that will be available.

- ☐ **Read the Trainer's Notes for Session Three,** pages 21-25 and related Trainer's Supplements. **Review** handouts H-25 through H-36 and transparencies T-K through T-R.

TRAINER'S NOTES

SESSION THREE

TRAINER NOTES: SESSION THREE

MATERIALS	ACTIVITIES	TIMES
	I. Welcome, Summary of Sessions One and Two, Agenda Review	
H-26*, T-K*	A. Welcome participants (they should be the same as those who attended Sessions One and Two). Review what happened during Sessions One and Two and during the interims between sessions.	10 min.
	B. Present the Agenda for Session Three (using H-26 and T-K). Quickly summarize the day's activities.	
	II. Feedback on Home Task (Small Groups)	
	A. Place participants in teams of four. Divide teams by ABE and ESL with volunteer instructors attending whichever teams are appropriate to their instructional positions.	5 min.
H-22, H-23, T-L	B. Instruct all teams to appoint team facilitators who will insure that each member has an opportunity to report on the home task assignment and to receive feedback from others in the allotted time of 20 minutes. Instruct participants to refer to their completed forms, H-22 and H-23, to recall how they planned and managed the team learning activities they conducted in their classrooms. (Show T-L for report-back guide.)	20 min.
	NOTE: Leader(s) should monitor teams during the above activity.	
	C. After group meetings, each team should select from members' reports some successful planning and managing activities from that group.	10 min.
T-M	D. Bring participants back to the whole group. List on an overhead (T-M) each small group's suggestion. Avoid duplicating responses. (You may want to tally beside an item the number of times it was mentioned.)	

MATERIALS	ACTIVITIES	TIMES

NOTE: An alternative activity to "D" above is to give each team a blank transparency of T-L and an overhead pen. Ask them to present their own transparency. But time carefully and be sure they present only one activity.

III. Individual Roles in Groups (A Fishbowl Role-Play Activity)

Presentation #2: page 31, H-27, H-28, T-N, T-O

A. Make a brief presentation on Individual Roles in Groups. (See Presentation #2 on p. 31. Workshop leaders should feel free to adapt this presentation to their own style of delivery.) Use H-27, H-28, T-N, and T-O. — 10 min.

B. Fishbowl Exercise: Ask for six volunteers to role-play a group discussion for the whole group. Explain that they will be assigned roles that are not to be revealed to anyone else. — 5 min.

Role Cards: page 32

Have each of the volunteers pull a role card from the "hat." (See Role Cards on p. 32.) Ask who has role #3. Announce that #3 is the group organizer who has called a group of teachers together to respond to an administrative memo.

Give member #3 the Group Task and ask her/him to present it to the other five members and then to initiate the task. Announce that the group discussion will be terminated at the end of 15 minutes — whether or not they have completed their task. — 15 min.

H-29

Ask remaining participants to turn to H-29 (Fishbowl Observation Form) and complete the observation sheet as they observe the role-play.

H-30

At the end of 15 minutes, stop the discussion. Give the observers an additional five minutes to complete their observation sheets. Give the six role-players the "Debriefing Questions" (H-30) for them to think about during the five minutes. — 5 min.

MATERIALS	ACTIVITIES	TIMES
	After five minutes, ask first for brief responses from anyone in the role-play group **only to the first two questions** on the Debriefing Questions transparency. **Do not ask the third question now.**	5 min.
	Next, ask for random responses from **observers** to all questions **except the last question.**	5 min.
	C. Announce a five-minute brainstorm for the entire group on the final question on each form: How would you, as an instructor, help students assume effective group/team roles?	5 min.
T-P, Sample answers: page 33	Write brainstorm results on Transparency T-P. (See sample brainstorm answers on page 33.)	
	BREAK	15 min.
	IV. Evaluation of Team Learning	
Presentation #3: page 34	A. Make a brief presentation on the Evaluation of Learning in Teams. (See Presentation #3 on page 34.)	5 min.
	NOTE: Workshop leaders may want to adapt this presentation to their own presentation style. However, it should not be longer than the allotted time.	
	B. Quickly divide participants into four "Evaluation Teams" based on where they are sitting. Give the following instructions to all groups:	
H-31 a-d	Each participant should quickly read H-31, "Evaluation in Teams: Case Study." (Participants will later need to re-read portions of the case study to complete their tasks.) Then, each individual, depending upon his/her team, completes only one evaluation form as follows:	10 min.
H-32	Evaluation Teams #1 and #2: Handout 32, "Team's Group Skills"	

MATERIALS	ACTIVITIES	TIMES
H-33	Evaluation Teams #3 and #4: Handout 33, "Individual's Group Skills"	
H-34, Sample answers: pages 36-37	At the end of eight minutes, announce that **individuals** have two minutes remaining. At the end of that time, instruct the Evaluation Teams to complete H-34, "Evaluation Team Discussion Questions." Inform teams that they have 10 minutes to make their decisions. (See two sample completed H-34's on pages 36-37.)	10 min.
T-Q, Sample answers: page 38	D. Call all participants back together. Record sample responses on Transparency T-Q. Avoid listing duplicate responses. (See sample completed transparency on page 38.)	10 min.
	E. After listing responses, summarize as follows: "You have each just experienced one type of team evaluation in-depth and made a general evaluation of Ms. Group's strategy. Different kinds of evaluation are very helpful in making sure that teams are effective in the following areas: • The **team** is on task and serious about the results of its work. • **Individuals** are taking roles seriously and being effective in them. • **Team presentations** are carefully thought out, creative, and clearly presented. All members contribute in some way to the presentation. • Team **member's work** is evenly divided and of comparable quality, given ability levels."	5 min.

MATERIALS	ACTIVITIES	TIMES

V. Reflection on Workshop Processes

NOTE: The purpose of the "reflections" is not for evaluation (that is done at the end of the session) but rather to bring to a conscious level the processes that are modeled in this session. If time is very short, the leaders may elect to present this information; but it is more effective if participants, themselves, recall the processes.

A. Tell participants that this workshop has attempted to model the processes it teaches and that **team learning** in particular has been modeled.

T-R

Ask participants to recall some of the team activities they have been involved in during the workshop series. Record the responses on T-R, "Reflections on the Workshop." — 20 min.

Sample answers: page 39

B. If participants have difficulty recalling, it may be they were involved in the tasks and not fully aware of the process. Leaders may need to supply some of the possibilities to begin the recall process. (A sample completed form is located on p. 39.)

VI. Workshop Wrap-Up and Evaluation

H-35

A. Mention that participants' handout packets includes the list of references used in preparing this workshop (H-35). — 10 min.

H-36

B. Ask participants to complete the Session Two Evaluation Form (H-36).

C. Wrap-up the workshop: Thank participants for their time and effort; remind them to turn in their evaluations.

TRAINERS' SUPPLEMENTS

SESSION ONE

Trainers' Supplement, Sample Answers: "WHY TEAM LEARNING?"

TASK 1: List at least two things you have learned from being part of a team or group.

Answers will vary.

TASK 2: List at least two possible advantages and disadvantages of learning in teams.

Possible Advantages	Possible Disadvantages
• Group skills important in contemporary workplace.	• Time-consuming to set up teams
• Greater learning gains demonstrated in research	• Uncomfortable learning process for independent learners
• Most comfortable learning process for many students	• Some students may "freeload" on work of others
• More tutorial instruction for peers than from teacher	• More difficult to track individuals' progress
• More learning from modeled behavior of peers	• Students may socialize rather than stay on task
• Low-achievers can share in successes of peers	• Disruptive or domineering individuals a problem
• Learning can be more fun in groups	

Trainers' Supplement, Presentation #1: LEARNING IN GROUPS AND TEAMS

Background and Need

Show T-C, as follows:

Q: Do you know the main reason why persons are fired?

☐ 1. Unable to perform skilled job tasks

☐ 2. Unable to speak English well enough to do work

☒ 3. Unable to "get along" with fellow employees

☐ 4. Unwilling to work (i.e., lazy)

Tell anecdote: Your own, of the African student who got a job at Crocker Bank. Each day when Malcom finished his work he helped those who had not finished — that was the way it was done in his country. Other employees, if they got their work done first "took off." Malcom couldn't understand why they did that and even made fun of those who hadn't been able to finish. When Crocker Bank merged with Wells Fargo there was to be a massive "downsizing." Only one member of Malcom's department would be spared. It turned out to be Malcom; he was the only one in the department who could do everyone's job.

One reason people are unable or unwilling to work cooperatively in the workplace is our society's ethic of doing things independently (the "I'd rather do it myself" syndrome). Children are taught from an early age in and out of school to "do their own work!" Helping one another is often considered "cheating."

Many cultures, however, believe in working *together* on tasks and school often presents a conflict of values (e.g., children may be punished at home for not helping each other and punished at school if they do). Recall the African man at Crocker Bank. Interestingly, the workplace is changing rapidly to a more cooperative mode. The development of technological advances is rarely the work of an individual — rather it is the result of cooperative work. Quality Circles and Problem-Solving Teams are now prevalent in the workplace.

Why Teachers Don't (but Should) Use Group/Team Learning

Many teachers are reluctant to use group or team learning. This reluctance appears to stem from several sources:

1. Their aculturization for working alone, for being independent (the Horatio Alger belief);
2. Their own lack of successful school experiences of working in groups or teams;

NOTE: Presenters may want to make their own outline for this presentation. It is also better if leaders use their own anecdotes to make points rather than use the samples in this presentation.

3. Their lack of knowledge about organizing and managing teams; and
4. Their fear that students won't like working in teams or will think it juvenile.

In truth, adult students tend to accept any strategy that is successful — if they understand *why* and *how* it will help them succeed or transfer skills to the workplace or to society in general.

There is an increasing amount of research that verifies the value of group learning. (E.g., Theisman's U.C. Berkeley research in which he found working in groups to be the single most valuable technique for raising the quality of work, and thereby grades, in the Engineering Department. Especially significant was the dramatic increase for African American and Hispanic students.)

Formal and Informal Groups in Society

There are two major kinds of group learning situations found in our society: formal and informal.

Formal: Corporate boards, community boards, advisory boards, and many community organizations such as Chambers of Commerce, P.T.A., Lions Club, Toastmaster/mistress, Alcoholics Anonymous, Weight Watchers, and on and on.

Formal tend to have more complicated structure, are likely to be longer-lasting, and may have criteria for membership or participation.

Informal: Informal groups are everywhere: a weekend or theater outing with friends, a dinner party or card game, a group that gets together to resolve a specific situation (fight a freeway coming through their neighborhood or to protest the closing of a school, etc.).

The skills needed for successful participation in both formal and informal groups are skills that can be taught in school.

Formal and Informal Groups in School

Formal Groups (Teams) in classrooms are also represented by greater structure and more complicated tasks. These groups often require such considerations as:

- Establishing heterogenous teams (by age, sex, ethnicity, and ability, for example).
- Requiring carefully planned structure of activities (e.g., Cooperative Learning or Simulation) around a complicated, long-term task or situation, and
- Elaborate presentations or feedback (publications, oral presentation, or demonstrations).

The formal group/team structure most often used today in classrooms is Cooperative Learning. There are many forms of Cooperative Learning.

Trainers' Supplement, Sample Answers:
PLANNING A TEAM LEARNING ACTIVITY: VIDEO CLASSROOM

Use the criteria listed below to analyze how the team-learning activity in the video classroom was planned. After each set of criteria, cite examples of how the activity met or failed to meet various criteria.

Grouping

The instructor described a clear and specific learning task, then chose a grouping strategy and group size that were appropriate to the task.

To call and inquire about a job opening.

Small groups and pairs

Time

The instructor set time limits appropriate to each step of the learning task and provided "extender" tasks for teams that completed their work early.

Extender -- to practice roles

Goals

The instructor set team goals to encourage student responsibility and cooperation. The instructor described individual behavior expected of students.

To plan what should be said -- to practice roles

Roles

The instructor assigned individuals to teams and assigned roles to individuals so that each team had an appropriate mix of students and roles.

The entire class practiced roles although only "volunteer" teams role-played before the entire class.

Setting

The instructor arranged the classroom and provided materials to accommodate the learning activity.

Handouts on tasks (in ESL-dialog)

Room arranged to accomodate groups and teams

Trainers' Supplement, Sample Answers:
MANAGING A TEAM LEARNING ACTIVITY: VIDEO CLASSROOM

Use the criteria listed below to analyze how the team-learning activity in the video classroom was managed. After each set of criteria, cite examples of how the activity met or failed to meet various criteria.

Activity Set-up

The instructor explained instructions for the learning task and instructions for team formation clearly and specifically.

Explained to whole group after setting the scene for the day's activities

Monitoring

The instructor saw that students stayed on task and cooperated, and that time limits were enforced. The instructor provided task assistance and taught collaborative skills when necessary.

Moved around room; assisted groups; questioned to make sure tasks were clearly understood; helped with dialog when necessary (especially in ESL video)

Closure

The instructor provided a synthesis or summary of the lesson and solicited feedback from students regarding their feelings about the lesson.

Volunteer teams role-played before the whole class. Instructor praised and clarified.

Evaluation

The instructor evaluated teams' and individuals' performance on the activity in a way that encouraged the improvement of their academic and cooperative skills.

Inductive review with class of lesson activities.

Reinforced transfer to daily lives.

Trainers' Supplement, Presentation #2:
INDIVIDUAL ROLES IN GROUPS

Adult schools today are faced with a very different student. Many of our students do not receive a lot of positive socialization experiences in the U.S. Also, the cultural diversity of our students often creates problems for them in today's workplace, where worker roles are dramatically changing. Today's worker is increasingly expected to be able to interact positively with persons from diverse cultures. With downsizing and technological developments, more and more employees must assume team-member and leadership roles on their jobs.

Skills they need include: problem solving, decision making, managing time, summarizing, brainstorming, active listening, maintaining eye-contact, seeking consensus, polite yet pro-active disagreement, and appreciating others' feelings and ideas — just to mention a few. The chart on Handout H-27, "Functions of Individuals in Groups" (show T-N), illustrates some of the positive task and maintenance functions required for successful team-building. Task functions are individual contributions that help the group accomplish its task. Maintenance functions are individual contributions that help maintain group cohesion. These skills are not only helpful in the workplace but in social interactions outside of work and school. Take a moment to skim these roles. Also, look over the negative behaviors summarized in Handout H-28, "Non-Functional Behaviors in Groups" (T-O). Today, we are going to illustrate some ways we can help students be more successful in performing positive team functions.

NOTE: Presenters may want to make their own outline for this presentation. It is also better if leaders can use their own anecdotes to make the points rather than the samples in this presentation.

Trainers' Supplement:
FISHBOWL ROLE CARDS AND SCENARIO

#1: Your roles are to "give opinions" and "seek opinions" on the topic being discussed. You generally accomplish these roles by playing "devil's advocate."

Note: You believe teachers should "go along" with the administrator and research....

#2: Your roles are "being the expert" and "nitpicking." You act as if you always have the final word on every question and you point out minor flaws in all opinions contrary to your own.

Note: You are worried about losing your job....

#3: Your roles are "procedure-developing" and "goal setting." You suggest group approaches, what to do next, recap the group's tasks and help set standards.

Note: Initially you try to be neither for nor against the new requirement.

#4: Your roles are "testing for agreement" and "summarizing." You state and ask about areas of agreement. You also pull together similar ideas, differences, and suggest conclusions.

Note: You are strongly against this new requirement!

#5: Your roles are "nay-saying" and "digressing." You reject ideas without consideration and get the group off-track with unrelated anecdotes or personal experiences.

Note: You don't want to get involved in the responses to the administrator.

#6: Your roles are "mediator" and "tension-reliever." You suggest compromises and relieve tension with humor or jokes. (Not to be overdone, however.)

Note: You are against the new regulation but are willing to accept the group's decision.

SCENARIO:

Teachers have all received the following notice from your administrator:

> "Due to cutbacks in funding, it will be necessary to combine all classes until they reach a minimum of 40. No smaller ABE or ESL classes can be offered. Research shows that 'if the teacher is organized, teaching can be as effective for 40 as for 20.'"

You have decided to get a group of teachers together to respond in some way to your administrator.

Trainers' Supplement, Sample Answers:
BRAINSTORM, HELPING STUDENTS WORK IN TEAMS

How would you help students assume more effective roles in groups/ teams?

- Talk about the roles before assigning them.
- Practice roles in student groups before performing for class.
- Switch roles so students experience more than one position.
- During early role-playing, provide a lot of structure.
- During later role-playing give students a freer reign to interpret roles.
- Solicit student feedback about role (both performer and observer)
- Use different kinds of evaluation depending on goals.
- Help students translate roles to their daily lives.

Trainers' Supplement: Presentation #3:
EVALUATION OF LEARNING IN TEAMS

Often the terms evaluation and assessment are used interchangeably. Here, they carry distinct meanings. Assessment refers to one step in the evaluation process, the step in which student performance is measured. Evaluation refers to a process that includes assessment as well as two other steps: interpreting the significance of assessment results and determining future learning programs based upon that interpretation.

Adults educators typically use a variety of methods to evaluate the effectiveness of their lessons and courses:

a.) Satisfaction indicators — such as attendance, drop-out rates, verbal or written comments by students, and requests for follow-up activities

b.) Judgements by teachers and students — about the quality of students' contributions to discussions and tasks, and about the quality of their interactions with other students

c.) Performance testing — determining changes in knowledge, understanding, behavior, values, and attitudes; usually has predetermined performance objectives and takes the form of examinations , such as standardized tests, written essays, and oral exams

Some methods are more appropriate than others in the evaluation of team learning. Because a primary objective of team learning is to produce cooperative interactions among students, evaluation methods should enhance such cooperation. Consequently, peer evaluation and self evaluation are especially appropriate for team learning activities. These approaches tend to fall into the first two categories above, "satisfaction indicators" and "judgements by teachers and students." Standardized "performance testing" is less appropriate to team learning than the other approaches. Moreover, standardized tests have several drawbacks for the ABE/ESL classroom: they do not capture the richness and complexity of adult learning; they reinforce a view of learning as a set of autonomous technical skills divorced from meaningful context; and they can make learners feel like they are the objects of somebody's study.

When possible, teachers should involve students in designing their own classroom evaluation instruments. For example, students can determine the criteria for success in a given activity, can decide how to measure that success, and can design the forms used to make their assessments.

Evaluation should relate to the actual objectives of each lesson. In team activities, learning objectives are of two types, process and product. Process objectives are the

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Note: Presenters may want to make their own outlines for this presentation. It is also better if leaders can use their own anecdotes to make the points rather than the samples in this presentation.

group skills (e.g., cooperation, mutual encouragement, active listening) that the teacher wants to encourage in the team learning activity. Product objectives are the academic skills (e.g., good organization, originality, careful research) that the teacher wants to encourage in the team learning activity. Further, these two types of objectives can be set for teams or for individuals. Consequently, a team learning activity may be evaluated according to four sets of objectives:

- **teams' group skills (process)**
- **individuals' group skills (process)**
- **teams' products, and**
- **individuals' products.**

Trainers' Supplement, Sample Answers:
"EVALUATION TEAM" DISCUSSION QUESTIONS #1

Title of the evaluation form you reviewed: Evaluation of a Team's Group Skills

What should Ms. Group do with the information she gathers with this evaluation form?

- Provide each team with a summary of all members' responses, pointing out strengths and areas for improvement
- Collect this information periodically and track each team's progress
- Identify teams that need her intervention
- Identify problems common to all teams, then provide instruction to remediate problems

How could Ms. Group improve this evaluation form?

- Add a couple open-ended questions to allow team members to analyze their team's group skills in depth
- Assign "points" to close-ended items for easy summary
- Add affective items like "How happy were you working in your team?"

Trainers' Supplement, Sample Answers:
"EVALUATION TEAM" DISCUSSION QUESTIONS #2

Title of the evaluation form you reviewed: Evaluation of Individual's Group Skills

What should Ms. Group do with the information she gathers with this evaluation form?

- Identify individuals with especially strong group skills and publicly praise them for those skills
- Identify individuals especially lacking in group skills and provide them with additional instruction
- Decide how to group students next time so that each team has a similar mix of members with strong and weak group skills.

How could Ms. Group improve this evaluation form?

- Include fewer items -- only 3 or 4; other items could be included in observations of later team meetings
- Modify form to be a self-evaluation instrument that team members could use to identify their own contributions to the team
- Modify form to be a peer-evaluation instrument that team members could use to identify each other's contributions to the team

Trainers' Supplement, Sample Answers: "HOME TEAM" DISCUSSION QUESTIONS

What should Ms. Group do with all the information she gathers through her evaluation strategy?

- Determine which teams and which individuals need extra help in improving their group skills and/or in accomplishing assigned tasks
- Use the above information to re-group students so that all teams have similar levels of group skills and academic skills
- Identify specific group skills or academic skills that many students find difficult and provide additional instruction

How could Ms. Group improve her evaluation strategy?

- Use only one instrument at a time to evaluate group skills; focus either on teams' skills or individuals' skills, not both at once
- Make more use of student self-evaluation
- Develop a peer evaluation form that asks students to evaluate *both* how well their teammates aided the team's process and how much they contributed to the team's product
- Develop an evaluation form that she could use to make her own evaluations of team products

Trainers' Supplement, Sample Answers:
REFLECTIONS ON THE WORKSHOP

1. Recall of groups and purposes:

GROUPS	PURPOSES
Session One:	
Cooperative Learning (Jigsaw)	Learn about cooperative learning
ABE/ESL Groups	Plan Home Task
Session Two:	
Small Groups	Analyze Home Task
Teams	Choose strategies
ABE/ESL Pairs	Analyze video(s)
Teams (optional)	Prepare for Home Task
Session Three:	
Small Group	Analyze Home Task
Fishbowl Groups	Role-play and observe
Evaluation Teams	Evaluate Case Study

2. What kinds of monitoring took place during the groups?

Observing time on task and results.
Questions of group to ensure understanding of task.
Products from groups (lessons taught — transparencies; group feedback).

3. What were some of the "extender tasks?" Would others have been helpful?

EXTENDER TASKS	OTHER POSSIBLE TASKS
If finished early to continue tasks or add new ones.	

4. What types of feedback activities were you involved in? Why do you think they were used?

FEEDBACK ACTIVITIES	WHY USED
Reports from groups	For group participation (sharing)
Evaluation of activities and case study	For instructor to evaluate learning
Documents (e.g., matching exercise)	To evaluate purpose of evaluations and to note variety possible
	To check understanding of team purpose

HANDOUT MASTERS

HANDOUTS

SESSION ONE

You Are Invited to Attend
A Free, Three-Session Workshop on

TEAM LEARNING

By the end of this workshop series, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;
2) Plan appropriate team learning activities;
3) Monitor and manage learning teams to assure student involvement and task completion;
4) Analyze team learning activities according to selected criteria;
5) Identify and demonstrate appropriate individual roles in team learning; and
6) Evaluate the results of team learning activities.

Date of Session 1: _____ Time: _____

Date of Session 2: _____ Time: _____

Date of Session 3: _____ Time: _____

Location: _____

Trainers: _____

Sponsors: _____

Please complete and return this portion to: _____

_____

_____

☐ Yes, I would like to attend the three-session workshop series on *Team Learning*. I agree to attend all three sessions. If I am accepted, please send me a questionnaire. Send to:

Name: _____ Telephone: (____) _____

Job Title: _____

Address: _____

_____
(City) (State) (Zip)

"Team Learning" Workshop:
PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshops on Team Learning, please complete this form and send it to the address at the right by _____.
(date)

Thank you! We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Address: _____

Please check the appropriate boxes below.

1. Are you teaching now? ☐ Yes ☐ No

2. Are you a volunteer? ☐ Yes ☐ No

3. If "yes," what subject(s) do you currently teach?

   ☐ Adult Basic Education

   ☐ English as a Second Language

   ☐ Other, please specify: _____

   _____

4. In which of the following settings do you currently teach? Check all that apply.

   ☐ Classroom

   ☐ Learning Laboratory

   ☐ One-on-One Tutoring

   ☐ Computerized Instruction

   ☐ Distance Learning

   ☐ Other, please specify: _____

   _____

5. Please indicate the number of years you have taught each of the groups listed below. (If you have taught for less than one year, write "1".)

- ☐ Adults
- ☐ High School/Junior High School
- ☐ Elementary/Preschool Students

6. What kind of instructor training have you received? Check all that apply.

- ☐ Credential program in adult education
- ☐ College courses on adult education
- ☐ Workshops/conferences on adult education
- ☐ Credential program in elementary/secondary education
- ☐ College courses on elementary/secondary education
- ☐ Workshops/conferences on elementary/secondary education

7. How informed are you about the following topics? Circle the number that best rates your knowledge of each topic.

	Completely un-informed			Extremely well-informed
Appropriate grouping strategies	1	2	3	4
Cooperative learning activities	1	2	3	4
Planning team learning activities	1	2	3	4
Managing team learning activities	1	2	3	4
Individuals' roles in groups/teams	1	2	3	4
Facilitating groups/teams	1	2	3	4
Evaluating students' learning in groups/teams	1	2	3	4

TEAM LEARNING
SESSION ONE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;
2) Plan appropriate team learning activities;
3) Monitor and manage learning teams to assure student involvement and task completion;
4) Analyze team learning activities according to selected criteria;
5) Identify and demonstrate appropriate individual roles in team learning; and
6) Evaluate the results of team learning activities.

AGENDA:

I. Introduction, Objectives, Agenda Review, Review of Participant Questionnaire

II. Opener: Why Team Learning?

III. Learning in Groups and Teams (Introduction)
- Presentation on grouping strategies

IV. Cooperative Learning
- Participants use cooperative learning to learn about cooperative learning

BREAK (15 minutes)

V. Preparation for Home Task
- Participants brainstorm situations and activities to use at their teaching sites
- Feedback on possible situations

VI. Wrap-Up and Evaluation
- Participants are reminded of how workshop activities reflect content
- Participants complete evaluation form

COOPERATIVE LEARNING: AN OVERVIEW

Why Cooperative Learning?

During the industrial period of America's development, an individual who was responsible and willing to work hard regardless of literacy skills could find a job and earn a living. Many people today want to believe those times will return. In our present period of technological development, there are no signs to support those wishes. Secretary of the U.S. Department of Education, Richard W. Riley, asserts (1993) ". . . basic literacy levels that worked well for assembly line employers are inadequate for workers who must comprehend and use technology on a daily basis, analyze and interpret data, and adjust to *flexible team-based production* and total quality management systems" (p. 20). It is estimated, he notes, that by the year 2000, 25 million additional jobs will require such problem-solving skills in management, administrative support, sales and services.

For adults in our ABE and ESL classes (most are there to improve work opportunities) cooperative learning, combined with literacy and technological skills can greatly improve their employment opportunities. In addition, cooperative learning skills have direct application to family and community interactions.

What Is Cooperative Learning?

Cooperative learning is a structured classroom technique that incorporates direct instruction with group work. It allows students of all achievement levels and backgrounds to work together towards a common goal; an individual attains his/her goals only when the group attains theirs. This differs from the traditional classroom where students often compete with one another for the instructor's attention and praise. Cooperative learning also fosters improvement of social skills and self-esteem. Key elements of cooperative learning include:

- Positive interdependence;
- Face-to-face interaction;
- Individual and group accountability;
- Interpersonal and team skills; and
- Group processing.

Positive interdependence occurs when all members of a cooperative team contribute to each other's learning. Interdependence is achieved through strategies such as mutual goal setting, mutual rewards, interdependent group roles and structured tasks that require equal contributions from all team members.

Face-to-face interaction involves students interacting on a regular basis within their teams or groups. They also must provide support to each other in order to accomplish their learning goals.

Individual and group accountability requires students to learn the roles and responsibilities of individuals working as a team. Through evaluation strategies, each member shares accountability for the group successes and failures.

Interpersonal and team skills include being able to work through interpersonal conflicts and cultural values in order to achieve team goals.

Group processing allows students and instructor the opportunity to assess both group dynamics and academic achievement.

What Are The Benefits of Cooperative Learning?

Cooperative learning has been shown to be effective in fostering **"pro-social" behavior** (Kagan, 1985). Given the increasing diversity of our classrooms, especially in ESL, and the increasing number of cultural conflicts in our society, pro-social skills become essential. An important element of cooperative team-building is insistence on heterogeneous teams including ability levels, age, ethnicity, and gender.

Also significant is the **gain in achievement levels** resulting from cooperative structures (Slavin, 1983). Achievement gains have been especially dramatic for African-American and Hispanic students. Important to note, however, is that all students made greater academic improvement with cooperative learning than with traditional instruction (Slavin et al., 1985; Kagan, 1985).

Other benefits have shown increased self-esteem, time-on-task, improved interpersonal relations (Mills, 1991; Slavin, 1983) and, for ESL students especially, increased opportunities to practice English.

TEAM-BUILDING SKILLS IN COOPERATIVE LEARNING

Team Skills Require Training

Some instructors do not use teamwork in their classes for two reasons — they fear some group members will distract others and, they believe higher achievers will do all the work. Supporters of teamwork indicate the benefits of teamwork, including cooperation and higher achievement, require instruction in interpersonal and small-group skills.

To work effectively toward team goals in a cooperative learning situation and to benefit from the cooperative learning experience, students must be equipped with a number of social skills. These skills include abilities to communicate, to trust other members of the group, to accept and support other members, to resolve conflicts, to encourage other members, to seek elaboration, and to ask probing questions. Students must be taught these necessary skills and be motivated to use them.

Steps in Developing Team Skills

Johnson and Johnson (1990) suggest a series of steps to follow when instructing students in team skills.

1. Students have to see the need to use the skill and to believe they will be better off by knowing it. To this end, instructors can describe the skill, explain why it is important and let students know they will be rewarded for using it.

2. Students need to understand what the skill is and when it should be used. For this step, instructors should model the skill and also ask students to describe both the verbal and non-verbal characteristics. For example, "encouraging participation" may require asking: "What's your idea?" and making eye contact.

3. Students must practice the skill, perhaps by role-playing. The skill can also be assigned as a role (i.e., encourager, summarizer) during teamwork, with roles rotating frequently. The instructor will initially need to cue and reinforce the skill.

4. Students must discuss and reflect on the use of the skill in their groups. Instructors should schedule time for groups to evaluate themselves by discussing such issues as "Name three things your group did well and name one thing that your group could do better next time."

5. Students must continue to practice the skill so they can fully internalize it.

Kagan (1985 also offers several approaches to develop, facilitate, and evaluate social and teamwork skills. These approaches take the form of activities and games that incorporate a particular skill. Introducing skills for use in cooperative learning groups will require more practice if students are unaccustomed to using such skills and working cooperatively in a team. To allow students to get used to working together, the instructor can first plan group activities with specific tasks but without assigning skills. Next, the instructor can introduce the concept of social and teamwork skills, perhaps starting with just one or two skills.

The Results of Teamwork Training

The development of students' cooperative group skills produces both short-term and long-term benefits. In the short-term, the skills promote greater learning, self-esteem, retention, and critical thinking. In the long-term, good interpersonal skills will be beneficial in the workplace — particularly in jobs that require employees to work cooperatively in teams — and in family and community settings. Kagan (1986), Slavin (1985) and others have shown that in both the long and short-terms, team skills have an affect on intergroup relations particularly when students of different racial or ethnic backgrounds work towards a common goal in a cooperative learning situation. The researcher found that through teamwork students learn to like and respect one another.

TEACHING FOR COOPERATIVE LEARNING

Preparing to Use Cooperative Learning Structures

Using cooperative learning in the adult classroom changes both the tasks and roles of the instructor. One of the first decisions the instructor needs to make is what cooperative learning activities or structures to use and how often to use them. If cooperative learning is to be successful, that decision cannot be made by pulling activities from a hat; rather, it is a matter of selecting the cooperative learning structure that will best accomplish the particular learning goals of the class.

On the other hand, if the class is not used to participating in group tasks, and may even see them as elementary school devices, the instructor will need to begin with relatively brief group exercises (such as completing a specific task) including ones that are most likely to be successful. In addition, setting the scene for team activities might include asking students what groups they belong to, what decisions are made by groups in their lives (not forgetting the family), and what, if any, part of their work involves working cooperatively with others.

In ESL classes, instructors may also need to anticipate possible intergroup conflicts including gender roles or ethnic barriers. In some cultures, for example, men are the decision-makers and women are neither expected nor comfortable in participating openly in that process. In such a situation, preparation would include discussion about gender roles in this country, both socially and in the workplace.

Selecting Simple Cooperative Learning Structures

Below is a description of some of the less-complicated cooperative learning structures for early and intermittent classroom use. (More complicated structures, such sa the Jigsaw approach used in this exercise, will be discussed in Sessions Two and Three.)

Task Groups. Students are randomly grouped to complete a worksheet or make a decision. (A case study or story might be used that is related to reading for ABE students or to workplace practices for ESL students.) Each person is required to make some contribution to the group process.

Roundtable. A task, such as completing a form, is shared by the group. Each person, perhaps using a different colored pen, completes a section. Others may coach but not perform a person's task. Everyone in the group is responsible for knowing how to complete the task.

Think-Pair-Share. Students begin individually by thinking through a question or solving a problem provided by the instructor. Next, they share their thoughts with another member of the class and finally, they combine their thinking with the entire class.

Numbered Heads Together. The class is divided into groups; each person in the group has a number. The instructor poses a problem or question which the group discusses and makes a decision on an answer. The instructor calls out a number and only the person in each group with that number may answer for the group.

Changes in Instructional Roles

It should be clear that the role of the instructor in a cooperative-oriented classroom is dramatically different from that of a "traditional" instructor who dispenses information and checks for recall. The cooperative-oriented instructor is a true "facilitator" of learning and those roles are very different in the following ways:

Planning — designing cooperative structures that facilitate both academic achievement and group processes.

Team Building — helping students learn to work together, to trust one another, and to assume individual and team responsibilities.

Monitoring — keeping close watch of team processes, verifying individual and group achievement, encouraging positive interpersonal relationships.

Evaluating — sharing the evaluation of skill building and goal setting with the adult students.

Proponents of cooperative learning assure us that the results of these teaching functions produce students who are:

- better prepared for tomorrow's workplace;
- more skilled in higher order thinking processes;
- more involved in their own learning, and
- higher academic achievers.

"EXPERT GROUP"
PLANNING WORKSHEET

After individually reading your assigned article (An Overview, Team-Building Skills, or Teaching for Cooperative Learning), please complete, as a group, the following worksheet for your report to your Home Team.

1. Major Ideas from the Reading

Identify three or four major points from your reading that should be reported to your Home Team.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

2. Presentation Plan

How can you most effectively present the above findings in the ___ minutes you have been allotted? The more innovative you can be, the greater are the chances that your information will be remembered and used.

_____

_____

_____

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POSSIBLE SITUATIONS FOR COOPERATIVE LEARNING ACTIVITIES

ABE	ESL

HOME TASK: SESSION ONE
USING A COOPERATIVE LEARNING ACTIVITY

Objective: Participants will use and evaluate the success of a simple cooperative learning structure.

Steps in the Home Task Process:

1. Think of an opportunity in your own teaching situation where it would be appropriate to use a simple cooperative learning activity.

2. Specify the appropriate goals (achievement and group process) that would be achieved through this activity.

3. Design the cooperative learning activity insuring that:
   - Students are heterogeneously grouped
   - Students understand the reasons for the activity
   - There is an opportunity for self-evaluation and feedback by students

4. Evaluate the activity using the Home Task Response Sheet (H-10).

5. Be prepared to share your experience and findings at Session Two of the Team Learning series.

HOME TASK: SESSION ONE
RESPONSE SHEET

1. Goals to be achieved by the Cooperative Learning Activity:

2. Type of Cooperative Learning Activity/Structure Selected:

3. Method of Grouping Students:

4. Positive Results of the Activity:

5. Problems or Negative Reactions Encountered:

6. Conclusions/Recommendations for Future Use of This Same Activity or Other Cooperative Learning Structures:

SESSION ONE EVALUATION
TEAM LEARNING

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The technical quality of the overheads was

   (poor) 1 2 3 4 5 (excellent)

4. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities will you apply in your own classroom?

HANDOUTS

SESSION TWO

REMINDER!

Session Two of the Workshop on

TEAM LEARNING

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Home-Task Worksheet
   "Using a Cooperative Learning Activity" and
   "Response Sheet"

2. Materials from Session One

- - - -

TEAM LEARNING
SESSION TWO
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;

2) Plan appropriate team learning activities;

3) Monitor and manage learning teams to assure student involvement and task completion;

4) Analyze team learning activities according to selected criteria;

5) Identify and demonstrate appropriate individual roles in team learning; and

6) Evaluate the results of team learning activities.

AGENDA:

I. Welcome, Summary of Session One, Agenda Review (Whole Group)

II. Small Group Feedback on Home Task

- Individuals report to small groups on home task
- Small groups make suggestions to instructors for successful team learning activities
- Small groups report to whole group

III. Choosing Appropriate Team Strategies

- Participants review formal and informal groups
- Groups match situations and strategies
- Results of matching exercise are discussed

IV. Criteria for Planning and Managing Teams

- Presentation on planning and managing teams

V. Video Presentation and Evaluation

- Participants view video
- Participants evaluate video planning and managing of teams.

VI. Preparation for Home Task

- Groups plan home task
- Feedback on planning

VII. Workshop Wrap-Up and Evaluation

GROUPING STRATEGIES OVERVIEW

The following items are described on pages H-14-b and H-14-c.

FORMAL GROUPING STRATEGIES ("Team Learning" or "Cooperative Learning")	INFORMAL GROUPING STRATEGIES
• intentionally heterogeneous	• not necessarily heterogenous
• more structure	• less structure
• team recognition	• individual recognition
• longer-lasting	• short term

GROUPING STRATEGIES	GROUP ACTIVITIES
FORMAL GROUPING STRATEGIES ("Team Learning" or "Cooperative Learning") 1. Student Teams — Achievement Divisions (STAD) 2. Co-op Co-op 3. Jigsaw 4. Sociometric Groups 5. Simulation **INFORMAL GROUPING STRATEGIES** 6. Pair Practice 7. Tutorials 8. Random-Assignment Small Groups 9. Self-Selection Small Groups	• Specific Task • Discussion • Brainstorming • Decision-Making • Expert Inquiry • Socratic Questioning • Role Play

"Formal" grouping strategies are "team learning" or "cooperative learning" classroom structures in which, generally:

- the instructor groups students to achieve the maximum variety of ability levels, ethnicities, and genders in each group;
- the groups have well-defined structures;
- the instructor gives primary recognition to team performance and recognizes individuals by emphasizing their contributions to their teams;
- and groups or teams are generally maintained through several class periods.

"Informal" grouping strategies are classroom structures in which:

- the instructor does not determine the assignment of individuals to groups;
- the groups have loosely defined structures;
- the instructor gives primary recognition to individual performance following group activities;
- and groups are generally maintained for only one class period.

Formal Grouping Strategies ("Team Learning" or "Cooperative Learning")

1. **Student Teams - Achievement Divisions (STAD):** The instructor assigns students to teams of 4 members, attempting to maximize the variety of ability levels, ethnicities, and genders in each team. The instructor presents a unit of information, then quizzes students on the unit and determines individuals' scores. Each team works to raise the scores of all members in a subsequent re-test. The instructor gives recognition to the teams and individuals who show the greatest improvement in their scores. (For more information on "STAD," see handout H-6.)
2. **Co-op Co-op:** The instructor assigns students to teams of 4 - 6 members, attempting to maximize the variety of ability levels, ethnicities, and genders in each team. Each team produces a formal presentation for the whole class. Teams choose their topics, assign mini-topics to team members, synthesize the mini-topic reports of team members, and plan the formal presentations of their topics. (For more information on "Co-op Co-op," see handout H-7.)
3. **Jigsaw:** This strategy is particularly suited to group research of printed material. The instructor assigns students to "home teams" of 4 - 6 members, attempting to maximize the variety of ability levels, ethnicities, and genders in each team. Each team solves a problem or makes a decision based upon information gathered by its members. Each member gathers unique information by joining an "expert group," formed by members of different home teams, to research one aspect of the problem at hand. (For more information on "Jigsaw," see handout H-8.)
4. **Sociometric Groups:** This approach is useful in classrooms where divisiveness among students is evident. The instructor requests each student to list two or three other students with whom he or she wishes to work. The instructor then

arranges students into teams so that every student is working with at least one other requested team-mate. Consequently, negative interpersonal interactions within teams are reduced.

5. **Simulation:** The instructor describes in detail a real-world scenario which students are to enact. The instructor assigns roles to students, attempting to minimize stereotyped role assignments and attempting to maximize interactions among students of different ability levels, ethnicities, and genders.

Informal Grouping Strategies

6. **Pair Practice:** Students pair off to review information or rehearse presentations.
7. **Tutorials:** The instructor groups students in pairs or small groups in which high-achieving students help low-achieving students learn information or skills.
8. **Random-Assignment Small Groups:** Students form groups of 4 - 6 members by using any random assignment technique, for example, "counting off," drawing numbers form a hat, or drawing from a stack of standard playing cards.
9. **Self-selection Small Groups:** Students form groups of 4 - 6 members, based upon friendship or upon mutual interest in a topic.

Group Activities

The following are activities commonly assigned to learning groups or teams:

Specific Task: Examples would be choosing criteria for selecting stories to include in a class publication, producing a report, or preparing a class presentation.

Discussion: This activity is commonly used to provide students with practice in language and thinking skills by focusing on a social issue like teen drug use.

Brainstorming: This technique insures that everyone has a chance to present ideas for the group or class to consider, e.g., ideas for the title of a class publication.

Decision-Making: Practicing logical and organized decision-making is an excellent task for small groups. For example, a group might research possibilities, present options, weigh merits, and reach group consensus on an informed selection.

Expert Inquiry: Students question an expert. This may be done in a structured way, such as the game "20 Questions" or by following a prepared interview schedule.

Socratic Questioning: Students attempt to help clarify the thinking of other students by posing questions, challenging assumptions, exposing biases, etc.

Role Play: Less elaborate than a simulation, the role play allows individuals to practice new roles (e.g., salesperson) in a safe environment.

GROUPING STRATEGIES WORKSHEET

In teams, match two situations below (indicated by the trainer) with the most appropriate grouping strategies from Handout H-13, "Grouping Strategies Overview." Indicate your choices in the far left column by writing the names of the grouping strategies you select.

Grouping Strategy	Classroom Situation
	A. The instructor wants students to practice consumer and math skills. The activity should help prepare students to use those skills in the real world.
	B. The community surrounding the school has many problems: unemployment, drugs, crime, a poor transportation system and stores that over-charge. The instructor wants students to form problem-solving groups according to the issues that interest them.
	C. The instructor has a multicultural class with low level reading skills. She would like to give students a problem-solving assignment that requires a lot of reading.
	D. The instructor has noted that several students are having difficulty with subject-verb agreement. The remainder of the class appears to have mastered the concept.
	E. Students tend to sit in clusters according to ethnicity, with little interaction between the groups. The instructor wants to conduct an activity that will integrate the class while students produce reports on "cultural diversity."
	F. The students in an ESL class generally talk only with the friends they sit beside. The instructor would like them to talk with other students about ways of finding employment.

STUDENT TEAMS - ACHIEVEMENT DIVISIONS

Student Teams - Achievement Divisions (STAD) is a cooperative learning strategy devised by Robert E. Slavin at John Hopkins University (Slavin, 1980). In STAD, student teams provide peer support for academic performance and promote positive intergroup relations in multicultural classrooms. The strategy is made up of five components:

Class Presentations: The instructor presents material in units that are carefully focused upon only the information that students are expected to master.

Teams: The instructor divides the class into teams of four students each (five when necessary). Each team contains students representing a variety of academic abilities, ethnicities, and genders. Team ability levels are equalized by the following method: the instructor ranks all students by academic ability, divides the list into four equal parts, and assigns students to teams according to the pattern illustrated in the table to the right.

Student Rank	Team
1	A
2	B
3	C
4	C
5	B
6	A
7	A
8	B
9	C
10	C
11	B
12	A

After each unit's presentation, the instructor gives each team worksheets and answer sheets that cover the material. Students work within their teams, helping each other master the worksheets.

Quizzes: After approximately one period of presentation by the instructor and one period of practice by teams, students take individual quizzes. Each quiz is worth 30 points.

Individual Improvement Scores: Before each quiz, the instructor determines a "base score" for each student. This is the minimum score that each student should achieve on a 30-point quiz. Each student's base score is five points less than that student's average score on these quizzes. For the first two quizzes, the instructor assigns a base score of 20 to the two highest achieving students, 10 to the two lowest achievers, and an appropriate range of scores to the other students.

After each quiz, the instructor determines an "individual improvement score" for each student. This is the difference between the student's base score and the score actually achieved. The maximum possible individual improvement score is 10 (in fairness to students with high base scores), the minimum is 0, and a score of 10 is given for perfect quizzes.

For four-member teams, team scores are the sums of all members' individual improvement scores. For five member teams, team scores are multiplied by 4/5 to normalize them.

Team Recognition: Each week, team scores are recognized in a newsletter or on a bulletin board. Individuals are recognized for the contributions they make to their teams.

CO-OP CO-OP

Co-op Co-op is a team learning strategy developed by Spencer Kagan at the University of California at Riverside (Kagan, 1987). The strategy has two purpose: 1) to produce team products (presentations or publications) to share with other teams (hence "co-op co-op"), and 2) to involve students across cultures in the process.

Steps of Co-op Co-op

1) **Student-Centered Class Discussion:** Discussion is intended to generate students' interest in a topic and to explore the students' prior knowledge and feelings about the topic.

2) **Selection of Student Learning Teams:** The instructor assigns students to teams while trying to maximize student diversity within teams for pro-social development. Such diversity may require additional time for team-building.

3) **Team-Building:** Special activities (e.g., selection of team names or mottos, trust-building games, active-listening exercises) are conducted to develop trust and communication skills within teams.

4) **Team Topic Selection:** After students have formed "teams," they select topics for their teams to study. Teams are encouraged to relate their topics to the discussion conducted in step 1.

5) **Minitopic Selection:** The team divides its topic into subtopics or minitopics for individuals to research. Each team member must make a contribution, but their contributions need not be equal (due to different skills and interest levels).

6) **Minitopic Preparation:** Individuals research their minitopics and prepare reports. They may solicit help from other team members.

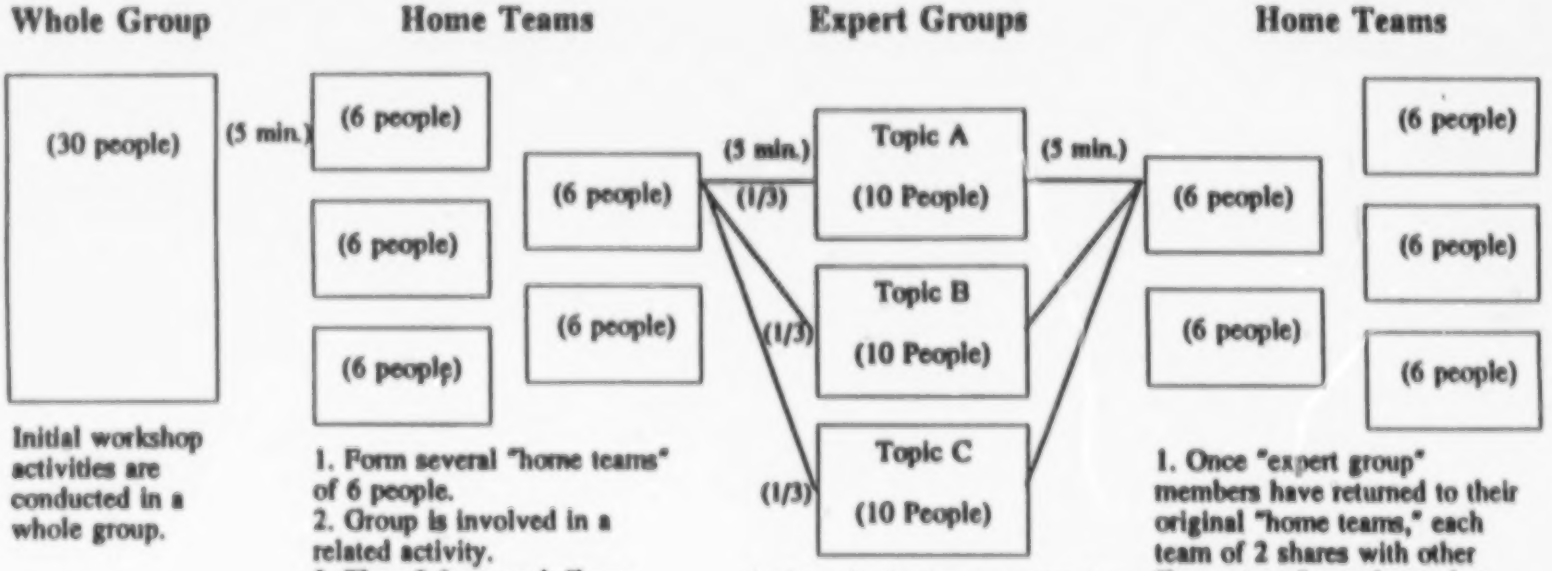
7) **Minitopic Presentations:** Individuals formally present the results of their minitopic research to their teams. If necessary, a team may pursue further research and revisions to meet its objectives.

8) **Preparation of Team Presentations:** Each team works together to produce a presentation of its team report or product. Non-lecture formats are encouraged.

9) **Team Presentations:** Each team presents its findings to the entire class and receives feedback.

10) **Evaluation (Three Levels):** a) Team presentations are evaluated by the entire class;
b) team members evaluate the contributions of their teammates; and
c) the instructor may evaluate the entire process conducted by each team.

These instructions describe the process for conducting a series of group activities designed to engage workshop participants in exploring the nature of adult learning. Activities are based upon the "jigsaw" model of cooperative learning. In a "jigsaw" activity, participants are divided into small groups which are each assigned a group task. Each small-group member then acquires a "different piece of the puzzle" needed by the group to accomplish its task. (Instructions assume a group of 30.)



Initial workshop activities are conducted in a whole group.

1. Form several "home teams" of 6 people.
2. Group is involved in a related activity.
3. Then 2 from each "home team" move to each of the "expert groups."

1. Once in the "expert group" each member reads the handout provided.
2. Members then complete the task sheets and decide how to present the results to the "home teams."
3. Return to "home teams."

1. Once "expert group" members have returned to their original "home teams," each team of 2 shares with other "home team" members what was learned from each "expert group."
2. Each team then makes recommendations or completes a task.

CRITERIA FOR PLANNING AND MANAGING SUCCESSFUL TEAM LEARNING ACTIVITIES

Criteria for Planning Team-Learning Activities:

Grouping:

1. **Learning task** (e.g., make a decision, solve a problem, prepare a report) is described clearly and specifically.
2. **Grouping strategy** is appropriate to the nature of the learning task.
3. **Group size** is appropriate to the nature of the learning task.

Time:

4. **Time limits** appropriate to each step of the learning task are clearly specified.
5. **"Extender" tasks** for teams that complete their learning tasks early are clearly described.

Goals:

6. **Team goals** require contributions from and cooperation among all team members.
7. **Individual behavior** that is desired from all students is clearly specified.

Roles:

8. **Individuals' assignments** to teams maximize the variety of ability levels, ethnicities and genders in each team. Individuals with special skills (e.g., reading or writing skills) are assigned to teams as needed.
9. **Role assignments** to individuals (e.g., facilitator, time-keeper, note-taker) insure that all necessary roles are filled within each team.

Setting:

10. **Classroom** is physically arranged to accommodate the learning activity.
11. **Materials** necessary for the learning activity are provided.

Criteria for Managing Team-Learning Activities:

Instructions:

1. **Instruction** for the learning task are explained clearly and specifically.
2. **Instructions** for team formation are explained clearly and specifically.

Monitoring:

3. **Monitoring** of students' behavior assures that students stay on task and cooperate effectively with team members.
4. **Time limits** for steps in the learning task are enforced appropriately.
5. **Task assistance** is given to teams that need it.
6. **Collaborative skills** are taught to teams that need them.

Closure:

7. **Synthesis or summary** of the results of teams' learning tasks provides closure to the lesson.
8. **Feedback from students** regarding their feelings about the activity provides closure to the lesson.

Evaluation:

9. **Evaluation** of teams' and individuals' performance on the activity encourages improvement of academic and cooperative skills.

PLANNING A TEAM LEARNING ACTIVITY:
Video Classroom Analysis Worksheet

Use the criteria listed below to analyze how the team-learning activity in the video classroom was planned. After each set of criteria, cite examples of how the activity met or failed to meet various criteria.

Grouping

- The instructor described a clear and specific learning task, then chose a grouping strategy and group size that were appropriate to the task.

Time

The instructor set time limits appropriate to each step of the learning task and provided "extender" tasks for teams that completed their work early.

Goals

The instructor set team goals to encourage student responsibility and cooperation. The instructor described individual behavior expected of students.

Roles

The instructor assigned individuals to teams and assigned roles to individuals so that each team had an appropriate mix of students and roles.

Setting

The instructor arranged the classroom and provided materials to accommodate the learning activity.

MANAGING A TEAM LEARNING ACTIVITY: Video Classroom Analysis Worksheet

Use the criteria listed below to analyze how the team-learning activity in the video classroom was managed. After each set of criteria, cite examples of how the activity met or failed to meet various criteria.

Activity Set-up

The instructor explained instructions for the learning task and instructions for team formation clearly and specifically.

Monitoring

The instructor saw that students stayed on task and cooperated, and that time limits were enforced. The instructor provided task assistance and taught collaborative skills when necessary.

Closure

The instructor provided a synthesis or summary of the lesson and solicited feedback from students regarding their feelings about the lesson.

Evaluation

The instructor evaluated teams' and individuals' performance on the activity in a way that encouraged the improvement of their academic and cooperative skills.

PLANNING A TEAM LEARNING ACTIVITY:
Home Task Planning Worksheet

Use the criteria listed below to plan a team learning activity to conduct at your teaching site. After each set of criteria, describe how you plan to meet those criteria. (Write on the back of this page when necessary.)

Grouping

Describe a clear and specific **learning task,** then choose a **grouping strategy** and **group size** that are appropriate to the task.

Task: _____

_____

Strategy: _____

_____

Time

Set **time limits** appropriate to each step of the learning task and provide **"extender" tasks** for teams that completed their work early.

_____

_____

Goals

Set **team goals** to encourage student responsibility and cooperation. Describe **individual behavior** expected of students.

_____

_____

Setting

Arrange the **classroom** and provide **materials** to accommodate the learning activity.

_____

_____

MANAGING A TEAM LEARNING ACTIVITY:
Home Task Planning Worksheet

Use the criteria listed below to analyze how you managed the team learning activity that you conducted at your teaching site. After each set of criteria, cite examples of how you met or failed to meet those criteria. (Write on the back of this page when necessary.)

Activity Set-Up

You explained **instructions for the learning task** and **instructions for team formation** clearly and specifically.

_____

_____

_____

Monitoring

You saw that students **stayed on task** and **cooperated,** and that **time limits were enforced.** You provided **task assistance** and taught **collaborative skills** when necessary.

_____

_____

_____

_____

_____

Closure

You provided a **synthesis or summary** of the lesson and solicited **feedback from students** regarding their feelings about the lesson.

_____

_____

_____

Evaluation

You **evaluated** teams' and individuals' performance on the activity in a way that encouraged the improvement of their academic and cooperative skills.

_____

_____

_____

_____

SESSION TWO EVALUATION
TEAM LEARNING

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

4. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities will you apply in your own classroom?

HANDOUTS

SESSION THREE

REMINDER!

Session Three of the Workshop on

TEAM LEARNING

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Home-Task Worksheet
   "Using a Cooperative Learning Activity" and
   "Response Sheet"

2. Materials from Session Two

- - - -

TEAM LEARNING
SESSION THREE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;

2) Plan appropriate team learning activities;

3) Monitor and manage learning teams to assure student involvement and task completion;

4) Analyze team learning activities according to selected criteria;

5) Identify and demonstrate appropriate individual roles in team learning; and

6) Evaluate the results of team learning activities.

AGENDA:

I. Welcome, Summary of Sessions One and Two, Agenda Review

II. Feedback on Home Task (Small Groups)

- ABE and ESL teams discuss results of home task
- Participants report findings

III. Individual Roles in Groups (Fishbowl Role-Play)

- Participants assume group roles
- Observers discuss roles
- Group brainstorms effective roles

IV. Evaluation of Team Learning

- Participants read an evaluation case study
- Participants individually complete evaluation forms
- Groups discuss results and give feedback

V. Reflection on Workshop Processes

VI. Workshop Wrap-Up and Evaluation

FUNCTIONS OF INDIVIDUALS IN GROUPS

Task Functions

Initiating: gives direction and purpose to group by proposing tasks and goals, defining problems, suggesting procedures and solutions

Procedure-Developing: establishes order by suggesting an order of business, agenda, or what to do next

Information-Seeking: makes group aware of need for information by requesting facts or clarification

Information-Giving: provides group with facts relevant to its work

Opinion-Seeking: tests for group opinion by asking for individuals' feelings and opinions, or by playing "devil's advocate"

Opinion-Giving: provides a basis for group decision based on feelings, beliefs, or judgements

Clarifying: eliminates confusion by defining terms, interpreting ideas, giving examples, identifying issues and alternatives

Coordinating: harmonizes group discussion by suggesting ways that different issues can be handled

Summarizing: shows how ideas are related by pulling together similar ideas, identifying contradictions, and suggesting conclusions

Group Maintenance

Encouraging: brings out opinions of others by being friendly, warm, and accepting of other's contributions; by drawing out silent members

Expressing Feelings: calls group's attention to reactions to ideas, by expressing own feelings or by restating others' feelings

Relieving Tension: reduces group tension by joking, clowning, or suggesting a break

Compromising: maintains group cohesion by offering or accepting compromise, yielding status, or admitting error

Setting Goals: makes group aware of its direction and progress by expressing the group's concern, suggesting tasks, and suggesting standards for the group to meet

Listening, Following: provides a stimulating audience for others by accepting the ideas of others, by going along with the group

Group Task and Maintenance Functions

Mediating: reconciles disagreements and reduces tensions by suggesting compromises and calming animosities

Testing for Agreement: finds out how close the group is to agreement by stating areas of agreement and asking if agreement exists

Evaluating: keeps group in line with its goals by comparing group's accomplishments with goals

NON-FUNCTIONAL BEHAVIORS OF INDIVIDUALS IN GROUPS

Dominating the Group

Being the Expert: continually gives the answer or solution before others have much chance to contribute; speaks as if giving the final word on the subject

Hogging the Show: calls attention to one's self by loud or excessive talking, extreme ideas, unusual behavior

Competing: vies to produce the best ideas, to talk the most, to play the most roles

Restating: repeats the ideas of others as if they hadn't spoken

Self-Listening: formulates a response after hearing the first few sentences of another's statement then ignores the rest of the person's statement and leaps to speak at the first pause

Distracting the Group

Digressing: goes off on tangents, cites personal experience of little relevance to the group discussion, dwells too much on one point

Special Pleading: transfers the focus of the group discussion to one's own pet issues; lobbies for one's own suggestions

Self-Confessing: dwells on personal feelings, problems or misfortunes that are unrelated to the group discussion

Clowning: jokes or mimics in ways that disrupt the work of the group

Dragging the Group Down

Nay Saying: finds something wrong or problematic in everything

Putting Down: implies that others' ideas are wrong or ridiculous, rejects other's ideas without consideration, criticizes or blames others

Nitpicking: points out minor flaws in statements of others, states the exception to every generality

Being Defensive: responds to contrary opinions as if they were a personal attacks

Withdrawing: acts indifferent or passive, daydreams, doodles, resorts to excessive formality

FISHBOWL OBSERVATION FORM

1. List the roles you were able to observe and cite specific examples. (A person may assume more than one role during the discussion.) Feel free to refer to H-27 and H-28 "Functions of Individuals in Groups" and "Non-Functional Behaviors of Individuals in Groups" during the exercise.

ROLE	BEHAVIOR EXAMPLE

2. Which two roles most influenced the group's direction?

a. _____

b. _____

3. Which role contributed most to the group's final decision (if one was reached)?

_____

_____

4. Which roles most disrupted any rational decision?

_____

_____

5. How would you help students assume more effective roles in groups/teams?

_____

_____

_____

_____

_____

_____

_____

_____

ROLE PLAYERS' DEBRIEFING QUESTIONS

Take a moment to consider these questions:

1. Have you ever assumed in a group any of the roles played by members of your group? Which ones can you recall?

2. How did you feel while assuming your assigned role in this activity?

3. As a teacher, how would you help students assume effective group roles?

EVALUATION IN TEAMS: CASE STUDY

Ms. Group decided to use the "Co-op Co-op" grouping strategy while covering First Amendment issues with her ABE class. She divided her students into five teams of four members each. Then the class as a whole brainstormed various controversies surrounding the First Amendment and came up with the following list of topics:

- racist speech (hate crimes)
- school prayer
- flag burning
- starting a riot
- pornography
- lies in the news (libel)
- enemy speech during war (treason)

Each team of students chose one topic to research and present to the whole class.

Before working in their teams, students discussed group methods and individual behaviors that help groups to function smoothly. Ms. Group informed the class that teams and individuals would be evaluated on the quality of their group skills as well as on the quality of their presentations. The quality of each team's group skills would be evaluated by team members. The quality of individuals' group skills would be evaluated through observations by Ms. Group. The quality of each team's presentation would be evaluated by the rest of the class. Finally, the quality of students' contributions to team presentations would be evaluated by their teammates.

During the teams' first meeting, Ms. Group observed each team for a few minutes. On prepared forms, she tallied the number of times that individuals exhibited various types of social behaviors in their teams. (An example of her observation form is provided as Handout H-24.) The following dialog is what she heard from the first team that she observed.

The Team's First Meeting

Bob: OK. So our topic is pornography. Now what?

Ann: We divide it into parts for everyone to study.

Dick: That's easy. Each of us studies a different part of the body.

Bob: Very funny. Why don't we do it by history? Like I study the 80's, Ann studies the 70's, like that.

Carol: Most people think history is boring. I think everyone should study the part they think is most interesting.

Dick: Like legs.

Carol: I'm not going to work with you if you keep saying stuff like that.

Dick: I was just kidding.

Carol: Well, it's rude.

Dick: Sorry.

Bob: OK, so what does everyone find most interesting?

Ann: We should make sure we cover everything, not just the stuff we like.

Carol: What do you mean?

Ann: Like a newspaper story. Who, what, when, where, and why.

Carol: But we're not writing a newspaper story. We're studying about controversy. Like why people fight about pornography and the first amendment. Everyone's got their own reasons.

Bob: I know, let's list reasons that people fight about pornography, all the reasons we can think of, and maybe we can cover everything like Ann wants. OK?

Carol and Dick: OK.

Ann: Sure. I'll write them down.

Bob: So what are some reasons?

Dick: Pornography is too much of a good thing.

Carol: What do you mean by that?

Dick: I don't know. I just said it.

Ann: I wrote it down. Let's just write everything down.

Bob: OK. People don't want kids seeing some kinds of things.

Ann: People have different ideas about what's disgusting.

Bob: People change their minds about what's disgusting.

Carol: Pornography causes rape.

Dick: Rapists cause rape, not pornography.

Bob: See? People fight about that one. Did you write it down?

Ann: Yea. Pornography and rape, question mark.

Ms. Group moved on to observe another team. Eventually, the pornography team agreed that its members would research the following mini-topics:

Dick: What is pornography?

Bob: The history of pornography in the U.S.

Carol: Pornography and rape

Ann: Our class's "community standards" on pornography

The Team's Second Meeting

When the team met a week later, the members had difficulty integrating their individual reports into a coherent whole. They decided to prepare individual presentations, and each would introduce the presentation that followed. A larger problem was Dick's "report." For his research, he had merely acquired a stack of pornographic magazines. To his credit, he had also found an old art history text in his grandmother's garage. He showed his teammates how famous nudes could be compared with pornographic photographs, but they were not impressed. He promised to improve his report before the team made its class presentation.

The Team's Presentation to the Class

Bob: Hi. We're going to tell you about pornography and the first amendment. First a little history. Under the liberal regime of Chief Justice Earl Warren, the U.S. Supreme Court limited obscenity to "hard-core" pornography, which was defined vaguely. His successor, Chief Justice Warren Burger, tried to provide an exact definition. The Burger Court described as obscene those works that "appeal to the prurient interest in sex," that portray "sexual conduct in a patently offensive way," and that "do not have serious literary, artistic, political, or scientific value." Not until 1933 did bureaucratic decision allow James Joyce's classic novel, *Ulysses* to be legally imported into the United States. And not until the 1960's was Henry Miller's notable novel trilogy *The Rosy Crucifixion* published in the United States. In our own day and age, some people argue whether pornography leads to rape. Carol will tell you about that controversy. Thank you.

Carol: Experts talk about "the sexual double standard." The increase in sexual crime rates has happened at the same time that more pornographic films and magazines are around. Today, scientists study if females as well as males can be aroused by these things. In one of these studies, masturbation increased after 99 males viewed erotic slides. To me and to many experts, this shows that pornography can lead to sex crimes. If our society, and especially women, don't stop pornography where little children can see it, then we are guilty. Some pornography even shows little children doing things that I won't tell you about, but you can imagine. This must stop. Now, Ann will tell you about how our class thinks about pornography.

Ann: I did a survey of our class and I'm sure you all remember the answers you gave me. Because we have so many women in our class, there were always more women than men who gave me answers. And like we learned, some of us anyway, this is where you use percentages. So we can compare how the women think and how the men think. Anyway, I got Caroline to help me on this. We made some bar graphs to show the answers and, here, we made some copies for you to look at. As you can see, 85% of the women think that all pornography shops should be shut down and 20% of the men think this (that's one man, by the way). Ten percent of the women think that pornography is something men need and 40% of the men think this. Finally, 75% of the women think that pornography leads to sex crimes and 20% of the men think this. Now, for the end of our team's presentation, Dick will tell you about the difference between pornography and art.

Dick: Well, I will tell about the difference but also about how pornography and art are the same. Here is a picture of a famous statue, "David," by Michaelangelo. I put a piece of tape over the private area so I don't offend any ladies in the room. And here is a photo I found in a sleazy magazine. Again, you'll notice the piece of tape I put on. These two pictures look a lot the same, don't they? I think the magazine did it on purpose. Here, I'll pass them around. I suppose the statue is art because it's real old and the magazine isn't art because it's not old. But maybe in a hundred years, pornography will be art. The other thing that's different in these pictures is the way their mouths are. The David looks pretty serious. But the mouth of the guy in the magazine is definitely kind of lewd. So it just takes a little detail to make something pornography. And that's the end of our presentation. Any questions?

The class erupted into a wild debate over the two photographs that Dick had brought. They argued over whether the mouth alone or other details made one image pornographic, whether the intent behind an image defines it as pornographic, whether the "David" might be considered pornographic also, and other related issues. Ms. Group finally reminded the students that they still needed to spend some time evaluating the team's presentation. She suggested that the class could resume their in-depth discussion of pornography and the First Amendment the following week.

EVALUATION OF A TEAM'S GROUP SKILLS

Below is an example of a form that might be used to evaluate how well a team has worked together.

Imagine that you were a fifth member of the team described in the case study. Read the description of the team's first meeting. On the form below, evaluate the group skills displayed by the team as a whole during that meeting.

Evaluation of Team's Group Skills

Your Name: _____

After each question, circle the answer that fits your opinion best.

1. How much did your team keep working during your meeting?

   never not much usually always

2. Who did most of the talking in your team during your meeting?

   one person two people three people everyone

3. How much did your teammates listen to each other?

   never not much usually always

4. How much did your teammates ask each other questions?

   never not much sometimes a lot

5. How much did your teammates understand each other?

   never not much sometimes usually

6. How did your teammates react to different points of view?

   ignored them put up with them listened to them encouraged them

7. Who said things to keep your meeting on track?

   one person two people three people everyone

EVALUATION OF INDIVIDUALS' GROUP SKILLS

Below is an example of a form (Johnson, 1979) that might be used to identify group skills that individuals display while working in teams.

Imagine that you are Ms. Group and that you observed the team described in the case study. Read the description of the team's first meeting.

On the form below, evaluate the group skills displayed by team members during that meeting.

Individual's Group Skills

Directions: 1. Put names of team members above each column. 2. Put a tally mark in the appropriate box each time a team member contributes. 3. Make notes on the back when interesting things happen that are not captured by the categories. It is a good idea to note at least one good thing that each individual does in the meeting.

Students' Names	Ann	Bob	Carol	Dick
1. Contributes Ideas				
2. Describes Feelings				
3. Paraphrases				
4. Expresses Support, Acceptance				
5. Expresses Warmth, Liking				
6. Encourages Others to Contribute				
7. Summarizes				
8. Coordinates Members' Efforts				
9. Relieves Tension by Joking				
10. Gives Direction to Group's Work				

"EVALUATION TEAM" DISCUSSION QUESTIONS

Title of the evaluation form you reviewed: _____

_____

What should Ms. Group do with the information she gathers with this evaluation form?

_____

_____

_____

_____

_____

_____

_____

How could Ms. Group improve this evaluation form?

_____

_____

_____

_____

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_____

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SESSION THREE EVALUATION
TEAM LEARNING

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities will you apply in your own classroom?

TRANSPARENCY MASTERS

TRANSPARENCIES

SESSION ONE

TEAM LEARNING
SESSION ONE
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;
2) Plan appropriate team learning activities;
3) Monitor and manage learning teams to assure student involvement and task completion;
4) Analyze team learning activities according to selected criteria;
5) Identify and demonstrate appropriate individual roles in team learning; and
6) Evaluate the results of team learning activities.

AGENDA:

I. Introduction, Objectives, Agenda Review, Review of Participant Questionnaire

II. Opener: Why Team Learning?

III. Learning in Groups and Teams (Introduction)

IV. Cooperative Learning

BREAK (during IV)

V. Preparation for Home Task

VI. Wrap-Up and Evaluation

"WHY TEAM LEARNING?" WORKSHEET

TASK 1: Things you have learned in a team or group

TASK 2: Possible advantages and disadvantages of learning in teams

Possible Advantages	Possible Disadvantages

WHAT IS THE MAIN REASON EMPLOYEES ARE FIRED?

_____ 1. Unable to perform skilled job tasks

_____ 2. Unable to speak English well enough to do their work

_____ 3. Unable to "get along" with fellow employees

_____ 4. Unwilling to work (i.e. lazy)

POSSIBLE SITUATIONS FOR COOPERATIVE LEARNING ACTIVITIES

ABE	ESL

TRANSPARENCIES

SESSION TWO

TEAM LEARNING
SESSION TWO
AGENDA

OBJECTIVES: By the end of these workshops, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;

2) Plan appropriate team learning activities;

3) Monitor and manage learning teams to assure student involvement and task completion;

4) Analyze team learning activities according to selected criteria;

5) Identify and demonstrate appropriate individual roles in team learning; and

6) Evaluate the results of team learning activities.

AGENDA:

I. Welcome, Summary of Session One, Agenda Review

II. Small Group Feedback on Home Task

III. Choosing Appropriate Team Strategies

BREAK

IV. Criteria for Planning and Managing Teams

V. Video Presentation and Evaluation

VI. Preparation for Home Task

VII. Workshop Wrap-Up and Evaluation

FEEDBACK ON HOME TASKS
(From Session One)

Activities	Successes	Problems

GROUPING STRATEGIES OVERVIEW

The following items are described on pages H-13-b and H-13-c.

FORMAL GROUPING STRATEGIES ("Team Learning" or "Cooperative Learning")	INFORMAL GROUPING STRATEGIES
• intentionally heterogeneous	• not necessarily heterogenous
• more structure	• less structure
• team recognition	• individual recognition
• longer-lasting	• short term

GROUPING STRATEGIES	GROUP ACTIVITIES
FORMAL GROUPING STRATEGIES ("Team Learning" or "Cooperative Learning")	• Specific Task
1. Student Teams — Achievement Divisions (STAD)	• Discussion
2. Co-op Co-op	• Brainstorming
3. Jigsaw	• Decision-Making
4. Sociometric Groups	• Expert Inquiry
5. Simulation	• Socratic Questioning
	• Role Play
INFORMAL GROUPING STRATEGIES	
6. Pair Practice	
7. Tutorials	
8. Random-Assignment Small Groups	
9. Self-Selection Small Groups	

GROUPING STRATEGIES WORKSHEET

Grouping Strategy	Classroom Situation
	A. The instructor wants students to practice consumer and math skills. The activity should help prepare students to use those skills in the real world.
	B. The community surrounding the school has many problems: unemployment, drugs, crime, a poor transportation system and stores that over-charge. The instructor wants students to form problem-solving groups according to the issues that interest them.
	C. The instructor has a multicultural class with low level reading skills. She would like to give students a problem-solving assignment that requires a lot of reading.
	D. The instructor has noted that several students are having difficulty with subject-verb agreement. The remainder of the class appears to have mastered the concept.
	E. Students tend to sit in clusters according to ethnicity, with little interaction between the groups. The instructor wants to conduct an activity that will integrate the class while students produce reports on "cultural diversity."
	F. The students in an ESL class generally talk only with the friends they sit beside. The instructor would like them to talk with other students about ways of finding employment.

RECOMMENDED GROUPING STRATEGIES

Grouping Strategy	Classroom Situation
Simulation	A. The instructor wants students to practice consumer and math skills. The activity should help prepare students to use those skills in the real world.
Self-selection Small Groups	B. The community surrounding the school has many problems: unemployment, drugs, crime, a poor transportation system and stores that over-charge. The instructor wants students to form problem-solving groups according to the issues that interest them.
Jigsaw	C. The instructor has a multicultural class with low level reading skills. She would like to give students a problem-solving assignment that requires a lot of reading.
Tutorials	D. The instructor has noted that several students are having difficulty with subject-verb agreement. The remainder of the class appears to have mastered the concept.
Co-op Co-op	E. Students tend to sit in clusters according to ethnicity, with little interaction between the groups. The instructor wants to conduct an activity that will integrate the class while students produce reports on "cultural diversity."
Random-assignment Small Groups	F. The students in an ESL class generally talk only with the friends they sit beside. The instructor would like them to talk with other students about ways of finding employment.

CRITERIA FOR PLANNING AND MANAGING SUCCESSFUL TEAM LEARNING ACTIVITIES

Criteria for Planning Team-Learning Activities:

Grouping:
1. Learning task
2. Grouping strategy
3. Group size

Time:
4. Time limits
5. "Extender" tasks

Goals:
6. Team goals
7. Individual behavior

Roles:
8. Individuals' assignments to teams
9. Role assignments

Setting:
10. Classroom
11. Materials

Criteria for Managing Team-Learning Activities:

Instructions:
1. Instruction for the learning task
2. Instructions for team formation

Monitoring:
3. Monitoring
4. Time limits
5. Task assistance
6. Collaborative skills

Closure:
7. Synthesis or summary
8. Feedback from students

Evaluation:
9. Evaluation

TRANSPARENCIES

SESSION THREE

TEAM LEARNING
SESSION THREE
AGENDA

OBJECTIVES: By the end of Session Three, participants will be able to:

1) Choose appropriate grouping strategies to fit specific educational goals;

2) Plan appropriate team learning activities;

3) Monitor and manage learning teams to assure student involvement and task completion;

4) Analyze team learning activities according to selected criteria;

5) Identify and demonstrate appropriate individual roles in team learning; and

6) Evaluate the results of team learning activities.

AGENDA:

I. Welcome, Summary of Sessions One and Two, Agenda Review

II. Feedback on Home Task (Small Groups)

III. Individual Roles in Groups (Fishbowl Role-Play)

IV. Evaluation of Team Learning

V. Reflection on Workshop Processes

VI. Workshop Wrap-Up and Evaluation

HOME TASK REPORTS

Each team member should spend 5 minutes reporting on his or her home task by answering the following questions.

1. **What did you do?**
2. **What worked well?**
3. **What would you do differently?**

SUGGESTIONS FOR SUCCESSFUL TEAM LEARNING ACTIVITIES

Activity Set-up

What should a teacher remember when planning instructions for the learning task and instructions for team formation? When presenting these instructions?

Monitoring

What should a teacher remember when planning how to monitor the activity (i.e., planning how to keep students on task and cooperating, enforce time limits, give task assistance, and teach collaborative skills)? When performing these functions?

Closure

What should a teacher remember when planning how to synthesize or summarize the lesson and how to solicit feedback from students? When performing these functions?

Evaluation

What should a teacher remember when planning how to evaluate teams' and individuals' work and their group skills? When conducting these evaluations?

FUNCTIONS OF INDIVIDUALS IN GROUPS

TASK FUNCTIONS	GROUP MAINTENANCE
Initiating	Encouraging
Procedure-Developing	Expressing Feelings
Information-Seeking	Relieving Tension
Information-Giving	Compromising
Opinion-Seeking	Setting Goals
Opinion-Giving	Listening, Following
Clarifying	Mediating
Coordinating	Testing for Agreement
Summarizing	Evaluating

GROUP TASK AND MAINTENANCE FUNCTIONS

Mediating

Testing for Agreement

Evaluating

NON-FUNCTIONAL BEHAVIORS OF INDIVIDUALS IN GROUPS

DOMINATING THE GROUP

Being the Expert

Hogging the Show

Competing

Restating

Self-Listening

DISTRACTING THE GROUP

Digressing

Special Pleading

Self-Confessing

Clowning

DRAGGING THE GROUP DOWN

Nay Saying

Putting Down

Nitpicking

Being Defensive

Withdrawing

BRAINSTORM:
HELPING STUDENTS WORK IN GROUPS

How would you help students assume more effective roles in groups/ teams?

DISCUSSION QUESTIONS

What should Ms. Group do with all the information she gathers through her evaluation strategy?

How could Ms. Group improve her evaluation strategy?

REFLECTIONS ON THE WORKSHOP

1. Recall of groups and purposes:

GROUPS	PURPOSES

2. What kinds of monitoring took place during the groups?

3. What were some of the "extender" tasks? Would others have been helpful?

EXTENDER TASKS	OTHER POSSIBLE ONES

4. What types of feedback activities were you involved in? Why do you think they were used?

FEEDBACK ACTIVITIES	WHY USED?